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ABSTRACT

The manual is designed to provide teachers of hearing impaired students with a criterion referenced record of the student's existing skills. The record is intended to progress with the child through the elementary grades and to be used for developing individual profiles and plans. The manual consists of forms with columns for recording the following information: objective and date to be achieved, present level and date, criterion, evaluation results, and materials/resources/comments. The following developmental skills are covered: gross motor, fine motor, penmanship, tactile functions, visual reception, visual awareness, visual memory, visual association, visual closure, sensory integration, visual perception, and thinking activities. Additional sections focus on auditory development, speech, language, and visual aspects of communication. (CL)

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ED244423

Individual Student Record

Name: ______________________________

Curriculum Planning Resource Manual for Developmental Skills and Communication Skills

Hearing Impaired: Deaf and Hard of Hearing

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Florida Department of Education
Revised Edition
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The Curriculum Planning Resource Manual was prepared by a committee composed of teachers of the hearing impaired: deaf and hard of hearing. For additional information, contact Gladys Crawford, Consultant, Programs for the Hearing Impaired, Bureau of Education for Exceptional Students, Division of Public Schools, Florida Department of Education.

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INTRODUCTION

The revised edition of this manual was prepared in response to suggestions and recommendations from teachers of hearing impaired students in Florida's district programs. The teachers expressed a need for a more detailed speech section, a language section based on Apple Tree, and a recording format that more closely followed the requirements of SBER 6A-6.341(2)(f), - Procedures for providing an individual educational plan.

Linda Levings, Curriculum Specialist, Hearing Impaired, and Marcia Hugghins, Speech Clinician, Duval County Schools developed the speech section. Linda also developed the Language B section based on Apple Tree. A subcommittee of the 1976 Curriculum Committee reviewed the entire manual giving special attention to Speech and Language B. Additions, deletions and changes were made by the committee based on their individual classnotes from such mentors as Mary New, S. R. Silverman, and Mary Numbers.

Deep appreciation is extended to Linda Levings and Marcia Hugghins for their excellent work; and, to Dormac, Inc., publishers of Apple Tree, for generously allowing the use of their material.

This revised edition contains two sections on language. Language A remains unchanged. Language B is especially for the programs that use Apple Tree. The recording format for all sections except Language A has been changed. The use of the new format is left to the discretion of teachers and supervising teachers.

Curriculum Subcommittee, December 1977:

Fay LaBelle Clark, Broward County
Mary Hopkins, Orange County
Marcia Hugghins, Duval County
Linda Levings, Duval County
Cathy O'Brien, Polk County
Gladys Crawford, Chairman
Consultant for Hearing Impaired

Instructions for Using the Resource Manual
(Revised - 1977)

The Curriculum Planning Resource Manual for Developmental Skills and Communication Skills for Hearing Impaired Students is designed to provide teachers of hearing impaired students with a simple criterion referenced record of the student's existing skills. Recording space is provided in convenient chart form for each item and sub-item. The intent is that a manual will be provided for each student and that it will progress with him through the elementary grades; as he moves to another school or district; and, if he moves out of state. It lends itself to the development of individual student profiles and educational plan as required by state regulations and federal laws as well as to the teacher's planning of learning activities.

Columns are provided for recording information.

I. Present Level of Functioning and Date.

The first step in preparing the student's individual plan is to record and date his functioning level at the time the plan is to begin. Use the Key below.

II. Objective and Date to be Achieved.

Check the skills the student is expected to achieve. Add date skill is expected to be achieved if this information is required as part of your IEP.

III. Criterion of Success.

List the percentage of correct responses expected on criterion reference tests. (75%, 17/24) These can be teacher made tests.

IV. Evaluation Results and Date.

The final step in the student's individual plan is to record and date his progress. Use the Key below.

V. Materials, Resources, and Comments

List media and materials which will be used to teach skills.

KEY:

0= does not have skill

/= emerging skill

X= has met objective

NA= not applicable

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APPENDIX 305

NAME: ________________ Birth Date: ________________

PARENTS: ____________________ ADDRESS: ________________________________ TELEPHONE NO. ______

AUDIOGRAM

Date	125	250	500	1K	2K	4K	8K
Left Ear							
Right Ear							

Date of entry into Program for Hearing Impaired: ________________

Date of dismissal to:

Resource Room: ________________________.

Mainstreamed with itinerant support services: ____________________.

Full time mainstream ____________________.

I. BIRTH TO THREE YEARS

Parent-infant training programs should be designed to guide and expand the parent's ability to use the infant's daily activities in developing natural language, speech, and audition. Specific guidelines for developing parent-infant programs may be found in A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students, Volume II-D: Hearing Impaired: Deaf and Hard-of-Hearing, Department of Education, Tallahassee, Florida.

Refer to the bibliography at the end of this section for further resources.

A. PARENT INVOLVEMENT

1.0 Responsibility of Amplification

- 1.1 Demonstrates general knowledge of hearing aid functions and use
- 1.2 Sees that child wears hearing aids full-time
- 1.3 Checks each part of hearing aids daily
- 1.4 Keeps child in proper-fitting ear molds
- 1.5 Keeps hearing aids in prime working order

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

1.6 Has minimum of 1 audiological evaluation per year

2.0 Communication Skills

- 2.1 Gets and maintains the child's attention during communication
  - 2.1.1 Calls child's attention to variety of sounds
  - 2.1.2 Identifies sounds for child
  - 2.1.3 Gets down on child's level, as close to his ears as possible
  - 2.1.4 Uses natural facial and vocal expression
  - 2.1.5 Lets the child actively participate in activities
  - 2.1.6 Talks about what interests the child
- 2.2 Talks about the immediate environment
  - 2.2.1 Talks about the obvious (what the child is doing, hearing, seeing, smelling or tasting)
  - 2.2.2 Talks for the child sometimes
  - 2.2.3 Puts the child's feelings into words
- 2.3 Talks to a child who does not yet have words
  - 2.3.1 Names things
  - 2.3.2 Uses short, simple sentences
  - 2.3.3 Expands child's single words into short sentences
  - 2.3.4 Uses natural gestures
  - 2.3.5 Tells, then shows the child what he is doing
  - 2.3.6 Uses repetition
  - 2.3.7 Gives the child a chance to show that he understands

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

2.4 Helps a child use his voice to make sounds

- 2.4.1 Imitates the child's repeated movement and adds voice sounds to go along with the movement
- 2.4.2 Varies the sounds made to the child
- 2.4.3 Gives the child a chance to use his voice
- 2.4.4 Imitates the sounds the child makes
- 2.4.5 Rewards the child when he uses his voice

2.5 Talks when a child begins to use words

- 2.5.1 Rewards the child when he attempts to say a word
- 2.5.2 Repeats the child's word and puts it back into a sentence
- 2.5.3 Expands the child's telegraphic speech into a complete sentence
- 2.5.4 Expands the child's vocabulary by adding new words
- 2.5.5 Provides correct pattern when child uses incorrect language or speech
- 2.5.6 Lets the child hear new sentence forms
- 2.5.7 Expands child's thoughts by adding new information when he expresses an idea

3.0 Demonstrates knowledge of normal child growth and development

3.1 Logs child's development

3.2 Compares child's development to normative data

4.0 Demonstrates ability to report responses of child (auditory, language, motor and general behavior)

4.1 Makes oral reports of child's responses

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
4.2 Makes written reports of child's responses					
5.0 Includes child in appropriate social activities					
6.0 Provides appropriate behavior management for child					
6.1 Isolates and identifies target behavior					
6.2 Demonstrates knowledge of a variety of ways to reinforce behavior					
6.3 Demonstrates proficiency in timing of reinforcement schedule					
6.4 Observes and charts behavior					
7.0 Actively participates in educational process					
7.1 Provides home follow-through with school or therapy activities					
7.2 Demonstrates knowledge of child's educational growth and needs					
B. AUDITORY DEVELOPMENT (Numbers do not relate to age levels)					
1.0 Attitudes towards Amplification					
1.1 Wears a functioning hearing aid during his waking hours					
1.2 Handles amplification with care					
1.3 Puts on amplification with help					
1.4 Turns on amplification					
1.5 Inserts earmolds correctly					

1.6 Selects the appropriate setting

1.7 Puts on amplification without help

1.8 Cleans ear molds

1.9 Informs others when amplification is not working

1.10 Assumes responsibility for care of hearing aid

2.0 Attitudes towards Listening

2.1 Shows interest upon hearing a stimulus

2.2 Voluntarily informs others when he hears something

2.3 Willingly participates in listening activities

3.0 Presence and Absence of Sound

3.1 Responds to presence and absence of relevant environmental sounds without background noise

3.2 Responds to presence and absence of vocalized sounds without background noise

3.3 Responds to presence and absence of relevant environmental sounds with background noise

3.4 Responds to presence and absence of vocalized sounds with background noise

3.5 Waits to respond to sound (knowing that an auditory stimulus will be presented, the child will wait to respond until he hears the sound)

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

4.0 Distance

4.1 Responds to voice at distance of one foot

4.2 Responds to voice at distance of five feet

4.3 Responds to voice anywhere in the room

4.4 Spontaneously responds to voice outside of room

5.0 Localization

5.1 Attempts to locate sound source

5.2 Looks toward source of sound

5.3 Matches sound to source

6.0 Recognition

6.1 Indicates recognition of the meaning of environmental sound by reacting appropriately Examples: knock on the door, car horn, telephone, dog barking, fire alarm, whistle

6.2 Indicates recognition of the meaning of speech by reacting appropriately Examples: Responds to his name; moves to door when stimulus "time to go" is given; looks for family members when name is said.

7.0 Discriminates Non-Linguistic Information

7.1 Discriminates between high and low sounds

7.2 Discriminates between loud and soft sounds

7.3 Responds to musical rhythms

7.4 Discriminates among meaningful environmental sounds

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

8.0 Discrimination of Vocal Stimuli

8.1 Discriminates among male, female and children's voices

8.1.1 Discriminates between high and low voices
8.1.2 Discriminates between loud and soft voices

8.2 Discriminates voiced information
Examples: singing, laughing, humming, crying, coughing, sneezing, whistling

9.0 Discrimination of Known Linguistic Information

9.1 Discriminates between one and two syllable words

9.2 Discriminates among one syllable words

9.3 Discriminates among rhyming words

9.4 Discriminates among multi-syllabic words

9.5 Discriminates among multi-syllabic rhyming words

9.6 Discriminates among phrases

9.7 Discriminates among sentences

10.0 Auditory Comprehension and Memory

10.1 Indicates that he remembers a sound by reacting appropriately
Example: Upon hearing a knock at the door, the child answers it.

10.2 Remembers single words and responds appropriately
Examples: The adult says "Bye-Bye" and the child waves, the adult says "Wait" or "Stop" and the child stops.

10.3 Indicates that he remembers the sound by giving a vocal response (short-term memory)
Example: Upon hearing a cow, the child will say "Moo".

10.4 Indicates that he recognizes the sound or remembers the word(s) and gives a language response (long-term memory)
Example: Upon hearing a cow, the child will say "Cow", or "That's a cow".

10.5 Applies previously learned auditory stimuli in appropriate situations
Example: When asked, "What is your name?", the child replies, "Mark".

10.6 Fills in missing part of familiar auditory stimuli by giving a language response
Examples: "Humpty Dumpty sat on a ____" (wall)
"Thank you" "___ _____" (you're welcome).

10.7 Attempts to identify new sounds based on past experiences
Example: Hearing a loud motor outside, the child will make suggestions as to what it might be.

10.8 Remembers single words and says them
Example: When shown a picture of a dog, the child says "Doggie".

10.9 Responds appropriately to questions: What happened? What color? Who's that? etc.
Example: The adult says, "Who's that?" and the child says, "Baby".

10.10 Spontaneously asks a question
Examples: "What happened?" "What's that?"

10.11 Remembers and uses a two-word phrase
Example: "Good morning"

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

10.12 Remembers and uses a three-word phrase
Example: "I want more."

10.13 Remembers and uses a four-word phrase
Example: "It's not raining outside."

10.14 Remembers and uses more than four words in a phrase or sentence
Example: "Mike is in the bathroom."

10.15 Responds to directions in the order given
One direction:
  Example: "Sit down."
Two or more directions:
  Example: "Give me the shoe, and then the sock." "Please hang up your coat and come sit down."

10.16 Modifies the sequence of his previously incorrect language pattern and appropriate language upon request - NOT NECESSARILY IN THIS ORDER
Words with more than one syllable:
  Example: The child says "banana" instead of "nabana".
Two words:
  Example: The child says "brown dog" instead of "dog brown".
Three words:
  Example: The child says "two little fish" instead of "two fish little".
A sentence:
  Example: The child says "I want some more" instead of "I want more some".
Experience stories:
  Example: The child does not confuse the sequence of events.
Rhymes and songs:
  Example: The child does not confuse the order or leave out words.

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

10.17 Consistently puts the elements of a spoken language pattern into the proper sequence

10.18 Experiments with his voice in attempting to match the vocal model
- Pitch
- Intensity
- Accent
- Rhythm
- Intonation
- Stress

10.19 Modifies the pitch of his voice upon request
Example: When told that the pitch of his voice is too high, the child will lower the pitch.

10.20 Modifies the intensity of his voice upon request
Example: When told that he is talking too loud, the child will soften his voice.

10.21 Modifies incorrectly accented speech upon request
Example: The child changes "HapPY Birthday" to "Happy BIRTHday".

10.22 Modifies the rhythm of his speech upon request
Example: When told that he is talking too fast, the child will slow down.

10.23 Consistently monitors his speech and language

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

**The following skills are taken from Learning Accomplishment Profile for Infants which is a compilation of nineteen developmental scales and evaluative instruments. Ages listed represent expectations for normal children. The hearing impaired child is expected to function at age level in all performance areas. Language development will depend on age at which child received amplification and began training.

C. LANGUAGE - COGNITIVE AND RECEPTIVE

	DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.0 Growth in cognitive and receptive language						
1.1 Quietens to soft talking or singing	1 mo.					
1.2 Quietens or startles to sound of rattle or bell	1 mo.					
1.3 Looks at person's face when spoken to	2 mos.					
1.4 Smiles when talked to	2 mos.					
1.5 Looks for source of sound	3 mos.					
1.6 Looks at face and eyes of person talking to him	3 mos.					
1.7 Eyes follow a brightly colored object or person	3 mos.					
1.8 Looks longer at human face than an object	3 mos.					
1.9 Smiles and vocalizes more to mother than others	3 mos.					
1.10 Watches own hands at length	3 mos.					
1.11 Reaches for familiar persons	4 mos.					
1.12 Looks at and reaches for toys	4 mos.					
1.13 Watches bottle or food preparation with excitement	4 mos.					
1.14 Looks more at surroundings in a new place	4 mos.					
1.15 Mouths, bangs and shakes toys	5 mos.					
1.16 Stares at strangers	5 mos.					
1.17 Looks back and forth from one object to another	5 mos.					

		DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.18	Turns head to look for dropped spoon	5 mos.					
1.19	Eyes turn to source of sound	6 mos.					
1.20	Cries at removal of toy	6 mos.					
1.21	Holds arms out to be picked up	6 mos.					
1.22	Drops cube and looks for it	6 mos.					
1.23	Looks at objects while handling them	7 mos.					
1.24	Responds to name with head turn, eye contact, smile	8 mos.					
1.25	Repeats actions that produce a noise, such as shaking a bell	8 mos.					
1.26	Imitates handclapping and other simple movements	8 mos.					
1.27	Reaches persistently for toys out of reach	8 mos.					
1.28	Imitates sounds	8 mos.					
1.29	Uncovers toy he has seen hidden	9 mos.					
1.30	Stops activity when told "no"	9 mos.					
1.31	Claps hands when told "pat-a-cake"	9 mos.					
1.32	Waves when told "bye-bye"	9 mos.					
1.33	Lines up a cube in one hand with one in other hand	9 mos.					
1.34	Repeats performance laughed at	10 mos.					
1.35	Returns to area where object or event was available earlier	10 mos.					

		DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.36	Looks round corner for object	10 mos.					
1.37	Points, pokes, pries, touches with index finger	10 mos.					
1.38	Shakes head no-no	11 mos.					
1.39	Watches and tries to imitate use of toy	11 mos.					
1.40	Looks at pictures in book	11 mos.					
1.41	Squeezes toy and laughs at squeaks	11 mos.					
1.42	Gives toy to adult on request	12 mos.					
1.43	Covers face and laughs at peek-a-boo	12 mos.					
1.44	Looks in correct place for toys that roll out of sight	12 mos.					
1.45	Looks in appropriate place when asked "Where's Daddy?" (ball, kitty)	12 mos.					
1.46	Puts small objects into container, dumps, repeats	12 mos.					
1.47	Tries out movable parts of environment (light switches, stove knobs)	12 mos.					
1.48	Looks toward indicated objects or areas when told "look"	15 mos.					
1.49	Follows simple directions - no, come, show me	15 mos.					
1.50	Points to familiar persons, animals, toys on request	15 mos.					
1.51	Asks for objects by pointing	15 mos.					

		DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.52	Follows simple commands "Give me the _____" "Get the ____"	15 mos.					
1.53	Looks at picture book and turns pages	18 mos.					
1.54	Points to eyes or mouth on request	18 mos.					
1.55	Uses stick to reach toy	18 mos.					
1.56	Points to three body parts	18 mos.					
1.57	Points to pictures in book ("find ball")	18 mos.					
1.58	Follows three directions with ball - "show me, bring, roll"	21 mos.					
1.59	Looks at and handles many objects in environment	21 mos.					
1.60	Selects his toys or clothes from others	24 mos.					
1.61	Shows or gives "another" on request	24 mos.					
1.62	Points to objects similar to a familiar sample	24 mos.					
1.63	Responds correctly to "Put ____ in the ____" "Put ____ on the ____"	24 mos.					
1.64	Joins in nursery rhymes and songs	27 mos.					
1.65	Points out small details in pictures	27 mos.					
1.66	Asks name of objects, activities	27 mos.					
1.67	Points to the bigger of two objects when requested	27 mos.					
1.68	Stares at or points to sexual differences	30 mos.					

	DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.69 Points to seven pictures on a picture card when asked "Where is the _____?"	30 mos.					
1.70 Looks at pages of picture book as adult reads; points to or comments on pictures	33 mos.					
1.71 Selects a block of same color as sample	33 mos.					
1.72 Responds correctly to "Show me one finger, block, etc."	33 mos.					
1.73 Responds appropriately to 3 prepositions (put it on, in, behind)	33 mos.					
1.74 Follows 2-stage directions "Get the book and close the door"	33 mos.					
D. LANGUAGE - EXPRESSIVE						
1.0 Growth in expressive language						
1.1 Cries and makes small throaty noises	1 mo.					
1.2 Makes single vowel sounds (ah-eh-uh)	2 mos.					
1.3 Makes sucking sounds	2 mos.					
1.4 Vocalizes, smiles at social approach	3 mos.					
1.5 Babbles, squeals, and coos when talked to	3 mos.					
1.6 Laughs aloud in social play	4 mos.					
1.7 Babbles spontaneously to person's face	6 mos.					
1.8 Vocalizes when alone instead of crying	6 mos.					
1.9 Vocalizes to his image in mirror	6 mos.					

	DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.10 Vocalizes syllables, "ba", "da", "ka"	7 mos.					
1.11 Combines syllables "da-da", "ba-ba", "ma-ma"	8 mos.					
1.12 Imitates single syllables (da, ba, ka) coughs, tongue clicks	8 mos.					
1.13 Waves when told "bye-bye" and claps to "pat-a-cake"	9 mos.					
1.14 Calls parent "mama", "dada"	10 mos.					
1.15 Shakes head no-no	11 mos.					
1.16 Says 2 words besides "mama" and "dada"	12 mos.					
1.17 Jabbers expressively	12 mos.					
1.18 Points and vocalizes to indicate wants	15 mos.					
1.19 Names 2 common objects on request	15 mos.					
1.20 Combines jargon and words in conversation	15 mos.					
1.21 Names familiar objects	18 mos.					
1.22 Requests some objects (milk, cookie) by name	18 mos.					
1.23 Imitates simple sounds on request	18 mos.					
1.24 Vocalizes to music	21 mos.					
1.25 Refers to self by name	21 mos.					
1.26 Speaks or responds to twenty words	21 mos.					
1.27 Names 3 pictures of common objects	24 mos.					

		DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.28	Names familiar pictures	24 mos.					
1.29	Asks for food when hungry	24 mos.					
1.30	Asks for water when thirsty	24 mos.					
1.31	Speaks in two-word sentences	24 mos.					
1.32	Uses pronouns - I, you, me - not always correctly	24 mos.					
1.33	Imitates simple words when requested	24 mos.					
1.34	Speaks 50 or more words	27 mos.					
1.35	Asks names of objects, activities	27 mos.					
1.36	Uses plurals	27 mos.					
1.37	Joins in nursery rhymes and songs	27 mos.					
1.38	Names 8 common objects	27 mos.					
1.39	Points to and repeats names of 6 body parts	30 mos.					
1.40	Answers correctly to "Are you a boy or a girl?"	30 mos.					
1.41	Names five pictures on a picture card when asked, "What is this?"	30 mos.					
1.42	Repeats two digits in 1 of 3 tries, (Say 8,5)	30 mos.					
1.43	Tells or shows use of familiar objects on request	33 mos.					
1.44	Names objects by use - "What do we drink out of, eat with?"	33 mos.					
1.45	Names or points to self in photograph	33 mos.					

	DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.46 Asks many questions beginning with "What, Where?"	33 mos.					
E. DEVELOPMENTAL SKILLS						
1.0 Gross Motor						
1.1 Suspended prone - head hands completely down	Newborn					
1.2 Prone - head to one side, hips raised, knees drown up	Newborn					
1.3 Pulled to sit - complete head lag	Newborn					
1.4 Held standing, makes stepping movements	Newborn					
1.5 Prone - lifts head and holds for 5 seconds	1 mo.					
1.6 Prone - makes crawling movements	1 mo.					
1.7 Turns head side to side	1 mo.					
1.8 Held sitting - head forward, back rounded, head lifted briefly	1 mo.					
1.9 Lifts head when held at shoulder	1 mo.					
1.10 Straightens leg when bottom of foot is pressed	1 mo.					
1.11 Supine - head to one side with same side arm straight and leg bent, opposite side arm bent and leg straight	1 mo.					
1.12 Thrusts arms and legs in play	2 mo.					
1.13 Prone - chin sometimes lifted off bed	2 mo.					

	DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.14 Prone - legs sometimes straightened	2 mos.					
1.15 Turns from side to back	2 mos.					
1.16 Held sitting or standing, head position mostly erect	2 mos.					
1.17 Suspended prone - head held level with body, briefly lifted above	2 mos.					
1.18 Prone - holds head up well off mat	2 mos.					
1.19 Supine - head mostly facing forward, not turned	2 mos.					
1.20 Legs kick in sequence	2 mos.					
1.21 Suspended prone - head held well above level of body	3 mos.					
1.22 Prone - hips lowered, knees bent	3 mos.					
1.23 Prone - rests on forearms raising head and chest	3 mos.					
1.24 Held standing, lifts foot	3 mos.					
1.25 Pulled to sit - no head lag	4 mos.					
1.26 Rolls from back to side	4 mos.					
1.27 Suspended prone - holds head up	4 mos.					
1.28 Prone - arms and legs straightened, weight on abdomen	4 mos.					
1.29 Holds head and chest up on forearms for long periods	4 mos.					
1.30 Sits propped, head steady, back curved only slightly	4 mos.					

	DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.31 Takes weight on feet briefly with underarm support	4 mos.					
1.32 Prone - props on hands with arms straight	5 mos.					
1.33 Lifts head from supine	5 mos.					
1.34 No head wobble when body is swayed	5 mos.					
1.35 Sits supported with back straight	5 mos.					
1.36 Grasps objects while sitting	5 mos.					
1.37 Rolls from prone to supine	5 mos.					
1.38 Rolls from supine to prone	6 mos.					
1.39 Prone - pushes up on hands, chest and abdomen off mat	6 mos.					
1.40 Sits supported in high chair	6 mos.					
1.41 Bears almost all weight in supported standing	6 mos.					
1.42 Lifts legs high - holds them out straight	6 mos.					
1.43 Prone - bears weight on one hand	7 mos.					
1.44 Sits without support on floor	7 mos.					
1.45 Bounces when held standing	7 mos.					
1.46 Pushes up on hands and knees and rocks	7 mos.					
1.47 Changes from prone to sitting and sitting to prone	8 mos.					

		DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.48	Balances well when sitting, hands free	8 mos.					
1.49	Crawls on belly - arms used to pull body forward	8 mos.					
1.50	Supine - lifts hips to make bridge	8 mos.					
1.51	Pulls self to stand	8 mos.					
1.52	Sits steadily on floor for 10 min.	9 mos.					
1.53	Changes positions while seated, without falling	9 mos.					
1.54	Pushes up on hands and feet	9 mos.					
1.55	Stands holding on to furniture for 5 min.	9 mos.					
1.56	Makes stepping movements	9 mos.					
1.57	Lowers self to sitting holding onto rail	9 mos.					
1.58	Crawls on hands and knees	9 mos.					
1.59	Pulls self up to sitting position	10 mos.					
1.60	Stands with one hand held	10 mos.					
1.61	Sits down from standing, without holding on	10 mos.					
1.62	Side steps around furniture	11 mos.					
1.63	Walks with one or both hands held	11 mos.					
1.64	Twists around to pick up object while sitting	11 mos.					

		DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.65	Stands alone for at least 1 minute	11 mos.					
1.66	Standing alone, takes one step	11 mos.					
1.67	Crawls rapidly on hands and knees	12 mos.					
1.68	Walks alone 5 steps without falling	12 mos.					
1.69	Throws ball standing or sitting	15 mos.					
1.70	Walks alone with occasional falls	15 mos.					
1.71	Crawls up several steps	15 mos.					
1.72	Gets into standing position without using hands	15 mos.					
1.73	Stoops to pick up toys from floor without falling	15 mos.					
1.74	Seats self in small chair	18 mos.					
1.75	Stands on one foot, holding on	18 mos.					
1.76	Runs	18 mos.					
1.77	Pushes toys while standing and bending	18 mos.					
1.78	Walks upstairs, one hand held	18 mos.					
1.79	Pulls wheeled toys	18 mos.					
1.80	Throws ball overhand without falling	18 mos.					
1.81	Climbs into adult chair, turns to sit	18 mos.					
1.82	Creeps backward down stairs	21 mos.					
1.83	Carries large teddy bear or doll while walking	21 mos.					

	DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.84 Pushes and pulls large toys, boxes	21 mos.					
1.85 Walks with one foot on walking boards	21 mos.					
1.86 Gets down from adult chair unaided	21 mos.					
1.87 Steps up stairs with hand on rail	21 mos.					
1.88 Walks down stairs, one hand held	21 mos.					
1.89 Jumps in place	24 mos.					
1.90 Walks approximately on line	24 mos.					
1.91 Kicks large ball without falling	24 mos.					
1.92 Steps down stairs holding rail, two feet on each step	27 mos.					
1.93 Runs with ease - stopping, starting and avoiding obstacles	27 mos.					
1.94 Squats to rest and rises to feet without using hands	27 mos.					
1.95 Walks on tiptoes	30 mos.					
1.96 Jumps with both feet	30 mos.					
1.97 Walks up and down stairs alternating feet	33 mos.					
1.98 Hops on one foot - 2 or more hops	33 mos.					
2.0 Fine Motor						
2.1 Fisted hands rest near face	Newborn					

	DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
2.2 Grasp reflex - clenches small object on contact	Newborn					
2.3 Holds rattle placed in hand	1 mo.					
2.4 Holds hands together	2 mos.					
2.5 Hands often open	2 mos.					
2.6 Grasp reflex disappearing	2 mos.					
2.7 Holds rattle for 5-10 seconds before dropping it	2 mos.					
2.8 Reaches towards objects; sometimes hits them	2 mos.					
2.9 Watches movement of own hands	3 mos.					
2.10 Grasps rattle held out to him	3 mos.					
2.11 Reaches for objects with both hands; often misses	3 mos.					
2.12 No grasp reflex	3 mos.					
2.13 Shakes rattle for several seconds	3 mos.					
2.14 Pulls at clothes	3 mos.					
2.15 Hands are usually open	3 mos.					
2.16 Shakes and plays with rattle for several minutes	4 mos.					
2.17 Opens hands, plays with fingers, puts hand in mouth	4 mos.					
2.18 Recovers rattle dropped on chest	4 mos.					
2.19 Holds doll-sized objects	4 mos.					

		DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
2.20	Picks up cube	5 mos.					
2.21	Bangs object in play	5 mos.					
2.22	Plays with toes	5 mos.					
2.23	Puts objects in mouth	5 mos.					
2.24	Reaches for toy with one hand — good aim	5 mos.					
2.25	Transfers cube from hand to hand	6 mos.					
2.26	Holds feeding bottle	6 mos.					
2.27	Grasps feet	6 mos.					
2.28	Grasps cube with fingers against palm	6 mos.					
2.29	Picks up block that has been dropped	6 mos.					
2.30	Rakes up raisins with fingers against palm	6 mos.					
2.31	Lifts cup by handle	6 mos.					
2.32	Grasps cube with thumb and fingers	7 mos.					
2.33	Holds and eats biscuit	7 mos.					
2.34	Holds one cube and takes another	7 mos.					
2.35	Pulls string to get toy	7 mos.					
2.36	Plays with paper when it is offered	7 mos.					
2.37	Pulls out large peg	7 mos.					
2.38	Shakes bell	7 mos.					

		DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
2.39	Hits one block against another	8 mos.					
2.40	Picks up cube with thumb and first two fingers	9 mos.					
2.41	Grasps with thumb and forefinger	9 mos.					
2.42	Holds toy in one hand and moves its parts with other hand	9 mos.					
2.43	Shakes box with block inside	9 mos.					
2.44	Approaches objects with index finger	10 mos.					
2.45	Places and releases objects	10 mos.					
2.46	Picks up raisin and string between forefinger and thumb	10 mos.					
2.47	Throws toys	10 mos.					
2.48	Removes loose fitting lid from box	10 mos.					
2.49	Hits cup with spoon	10 mos.					
2.50	Holds two small objects in one hand	10 mos.					
2.51	Puts one object after another into box	11 mos.					
2.52	Holds crayon	11 mos.					
2.53	Pushes car	11 mos.					
2.54	Uses index finger to point	12 mos.					
2.55	Removes small object from cup	12 mos.					
2.56	Drops toys and watches them fall	12 mos.					
2.57	Builds tower of two blocks	12 mos.					

		DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
2.58	Puts three or more cubes in cup	12 mos.					
2.59	Marks with pencil	12 mos.					
2.60	Mouthing of objects nearly stopped	12 mos.					
2.61	Imitates scribbling with pencil	15 mos.					
2.62	Rolls a ball to adult	15 mos.					
2.63	Removes and replaces a round object in formboard	15 mos.					
2.64	Holds three blocks - one in one hand; two in the other	15 mos.					
2.65	Puts in and takes blocks out of box	15 mos.					
2.66	Picks up and holds two small objects in one hand	15 mos.					
2.67	Builds tower of 2 or 3 one inch cubes	15 mos.					
2.68	Scribbles spontaneously with pencil	15 mos.					
2.69	Places square shape in formboard	18 mos.					
2.70	Places loose fitting lid on box	18 mos.					
2.71	Builds tower of 3 or 4 cubes	18 mos.					
2.72	Fills and dumps containers	18 mos.					
2.73	Throws small rubber ball	21 mos.					
2.74	Turns pages of book 2 or 3 at a time	21 mos.					
2.75	Uses one hand more than the other	21 mos.					
2.76	Places 6 round pegs in holes	21 mos.					

		DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
2.77	Draws vertical line after demonstration	21 mos.					
2.78	Places a triangle, circle, and square correctly in formboard	21 mos.					
2.79	Makes circular scribble after demonstration	21 mos.					
2.80	Builds tower of 5-6 cubes	21 mos.					
2.81	Folds paper once imitatively	21 mos.					
2.82	Turns pages of book singly	24 mos.					
2.83	Builds tower of 6 to 7 cubes	24 mos.					
2.84	Unscrews lids	24 mos.					
2.85	Consistently uses same hand for fine motor tasks	27 mos.					
2.86	Turns door handles	27 mos.					
2.87	Rolls, pounds, squeezes, pulls playdough	27 mos.					
2.88	Fills and dumps containers with sand	27 mos.					
2.89	Takes apart and puts together 5 piece stacking cups or rings	27 mos.					
2.90	Imitates vertical, circular and horizontal lines	27 mos.					
2.91	Makes train of cubes after demonstration	27 mos.					
2.92	Manipulates egg beater after demonstration	27 mos.					
2.93	Draws strokes, dots, circular shapes	30 mos.					

		DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
2.94	Builds tower of 8 blocks	30 mos.					
2.95	Holds pencil with thumb and fingers instead of fist	30 mos.					
2.96	Makes a bridge of blocks after demonstration	33 mos.					
2.97	Strings four beads	33 mos.					
2.98	Makes strokes, dots, and circular shapes with finger paints	33 mos.					
2.99	Makes playdough pies after demonstration	33 mos.					
2.100	Paints strokes, dots and circular shapes with brush	33 mos.					
3.0	Self Help						
3.1	Sucks pureed food off spoon	3 mos.					
3.2	Does not gag or choke while swallowing	3 mos.					
3.3	Sleeps 8 hours at night without a feeding	3 mos.					
3.4	Searches for nipple with mouth when bottle is seen	5 mos.					
3.5	Uses tongue to move food in and out of mouth	5 mos.					
3.6	Gums solid food	5 mos.					
3.7	Holds and eats cracker	5 mos.					
3.8	Drinks from cup held for him	5 mos.					
3.9	Holds bottle	6 mos.					

	DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
3.10 Finger feeds dry cereal, bits of meat and vegetables	9 mos.					
3.11 Holds, bites and chews biscuit	9 mos.					
3.12 Feeds self with fingers and spoon - many spills	12 mos.					
3.13 Takes off hat, shoes	12 mos.					
3.14 Holds cup and drinks with some spilling	15 mos.					
3.15 Spoon feeds self with some spilling	15 mos.					
3.16 Vocalizes and gestures to indicate wants	15 mos.					
3.17 Sits still during dressing, holds out arm or foot	15 mos.					
3.18 Sits on small chair for short periods	15 mos.					
3.19 Watches others and copies some actions	15 mos.					
3.20 Manages cup alone with little spilling	15 mos.					
3.21 Climbs stairs on hands and knees	15 mos.					
3.22 Shows wet or soiled pants	15 mos.					
3.23 Uses spoon with little spilling	15 mos.					
3.24 Chews most foods well	18 mos.					
3.25 Pulls off socks	18 mos.					
3.26 Walks up stairs, one hand held	18 mos.					
3.27 Places only edibles in mouth	18 mos.					

		DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
3.28	Moves about house without adults	18 mos.					
3.29	Creeps backward downstairs	21 mos.					
3.30	Replaces some objects where they belong	21 mos.					
3.31	Takes off clothes with help on buttons	21 mos.					
3.32	Puts shoes on part way	21 mos.					
3.33	Squats, holds self, or verbalizes toilet needs	21 mos.					
3.34	Gets onto and down from adult chair unaided	21 mos.					
3.35	Steps upstairs with hand on rail	21 mos.					
3.36	Picks up toys and puts them away on request	21 mos.					
3.37	Steps downstairs, one hand held	21 mos.					
3.38	Uses toilet when taken by adult	24 mos.					
3.39	Puts on and takes off shoes, socks, coat, hat	24 mos.					
3.40	Pulls off and on boxer pants or shorts-may be backwards	27 mos.					
3.41	Steps downstairs, one hand on rail	27 mos.					
3.42	Goes to toilet alone	27 mos.					
3.43	Washes and drys hands with some help	27 mos.					
3.44	Unzips zippers	27 mos.					
3.45	Spoon feeds without spilling	27 mos.					

	DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
3.46 Dresses with supervision	33 mos.					
3.47 Undresses completely, without help	33 mos.					
3.48 Unbuttons front buttons	33 mos.					
3.49 Seldom has accidents with bowel movements	33 mos.					
3.50 Helps carry and put things away	33 mos.					
3.51 Bathes self with some supervision	33 mos.					
3.52 Walks up and down stairs alternating	33 mos.					
3.53 Puts on shirt or dress unassisted	33 mos.					
4.0 Social						
4.1 Stops crying when picked up and held	1 mo.					
4.2 Eyes follow moving person	2 mos.					
4.3 Quiets to face or voice	2 mos.					
4.4 Vocalizes, smiles at social occasions	3 mos.					
4.5 Kicks, waves arms, vocalizes, smiles to familiar face	3 mos.					
4.6 Looks at face and eyes of person talking to him	3 mos.					
4.7 Vocalizes or smiles at social approach	3 mos.					
4.8 Turns head towards voice	3 mos.					
4.9 Laughs aloud in social play	4 mos.					
4.10 Resists removal of toy	4 mos.					

		DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
4.11	Vocalizes, smiles and reaches for familiar persons more than strangers	5 mos.					
4.12	Smiles, vocalizes and pats mirror image	6 mos.					
4.13	Laughs at pat-a-cake and peek-a-boo games	7 mos.					
4.14	Responds to name with head turn, eye contact, smile	8 mos.					
4.15	Withdraws when stranger approaches	8 mos.					
4.16	Calls when familiar person disappears	9 mos.					
4.17	Waves to "bye-bye" and claps to "pat-a-cake"	9 mos.					
4.18	Stops activity when told "no"	9 mos.					
4.19	Repeats performance laughed at	10 mos.					
4.20	Hugs, pats familiar person	11 mos.					
4.21	Follows if left alone by adult	12 mos.					
4.22	Gives or shows toys to adults	12 mos.					
4.23	Pulls on and vocalizes to familiar persons	12 mos.					
4.24	Laughs when chased, or found hiding	12 mos.					
4.25	Points and vocalizes to indicate wants	15 mos.					
4.26	Follows simple commands - come, show me, look	15 mos.					
4.27	Watches others and copies some actions	15 mos.					
4.28	Looks for adults when left alone	15 mos.					

	DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
4.29 Moves about house without adults	18 mos.					
4.30 Sits on and hugs familiar adults	21 mos.					
4.31 Engages in outdoor walks whenever offered	21 mos.					
4.32 Imitates simple actions on request	21 mos.					
4.33 Plays contentedly alone if near adults	21 mos.					
4.34 Picks up and puts away toys on request	21 mos.					
4.35 Gives up items that belong to others	21 mos.					
4.36 Plays near other children	21 mos.					
4.37 Wraps up doll or animal and puts to bed	24 mos.					
4.38 Shows new shoes, clothing, or toys to friends	27 mos.					
4.39 Exchanges toys with other children with adult help	27 mos.					
4.40 Joins in nursery rhymes and songs	27 mos.					
4.41 Follows mother and copies household activities	27 mos.					
4.42 Claims and defends ownership of certain articles	27 mos.					
4.43 Resists interference in his activities	27 mos.					
4.44 Helps carry things and put them away	30 mos.					
4.45 Plays simple group games such as "Ring around the rosy" with adult help	33 mos.					

	DATE (Dev.)	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
4.46 Feeds dolls, drives cars in make-believe play	33 mos.					
4.47 Watches other children at play - joins in occasionally	33 mos.					
4.48 Requests activities, toys, and clothing that he has had previously	33 mos.					
4.49 Sits quietly with adult reading simple picture book	33 mos.					
4.50 Names or points to self in photograph	33 mos.					
4.51 Answers correctly to "Are you a boy or a girl?"	33 mos.					

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II. DEVELOPMENTAL SKILLS

Each of the following areas contains a sequential development of skills. The areas should be developed concurrently in keeping with normal stages of development.

Gross Motor
Fine Motor
Penmanship
Tactile Functions
Visual Reception
Sensory Integration - Visual Motor
Non-verbal Cognitive - Visual Properties (perception)
Non-verbal Cognitive - Thinking Activities

Diagnostic and prescriptive techniques aid in an on-going Developmental Skills program. Assessment tools which may be useful for appropriate programming include:

Illinois Test of Psycholinguistic Abilities
  University of Illinois Press

Frostig Test of Visual Perception
  Consulting Psychologists Press, Inc.

Visual Motor Integration Test
  Follett Educational Corporation

Weschler Intelligence Scale for Children (WISC)
  The Psychological Corporation

Hiskey - Nebraska Test of Learning Aptitude
  University of Nebraska

Leiter International Scale
  Western Psychological Services

The material in the following section is based on suggestions from:

A Systems Approach to Individualizing Instruction for Young Deaf Children - Callier Center for Communication Disorders

Curriculum Guide for Hearing Impaired Children, Infancy and Early Years - Motor and Social - Emotional Development - Marin County Schools

A. GROSS MOTOR

1.0 Body Management and Locomotor Skills

1-2 Years

- 1.1 Stands with feet shoulder width apart
- 1.2 Stands on one foot without help momentarily
- 1.3 Is able to walk rhythmically at an even pace
- 1.4 Walks backward
- 1.5 Walks 10 feet pulling a rolling toy

2-3 Years

- 2.1 Rolls over completely, either direction, hands over head
- 2.2 Is able to walk at least three yards on tiptoe with ease
- 2.3 Runs smoothly, with acceleration and deceleration, can make sharp turns
- 2.4 Jumps down off low object with both feet together
- 2.5 Jumps in place with both feet together
- 3.1 Walks 10 feet carrying object that obstructs view of floor

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

2-3 Years

- 3.2 Jumps forward, both feet
- 3.3 Climbs up and over horizontal ladder
- 3.4 Goes up stairs, alternating feet, but downstairs with both feet on one step; may hold rail

3-4 Years

- 4.1 Walks straight line backwards for one meter
- 4.2 Goes up and down stairs, alternating feet, no hand support
- 4.3 Sits and claps hands to a given drumbeat

4-5 Years

5-6 Years

- 5.1 Stands on one foot a few seconds
- 5.2 Completes a forward somersault
- 5.3 Can walk on curved line six feet long
- 5.4 Walks rhythmically, arms coordinated
- 5.5 Sits, claps, and stamps feet simultaneously to a given pattern
- 5.6 Gallops, preferred foot forward
- 5.7 Skips on one foot (alternating foot takes a walking step)
- 5.8 Stands, claps, and marches to a given drumbeat
- 5.9 Hops forward on one foot 2 or 3 times
- 5.10 Follows movement responses to children's action songs
- 5.11 Jumps forward, backward, to right, to left feet together
- 5.12 Expresses rhythmic patterns with gross body movements

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

6.1 Sits erect in chair without constant reminder or support for five minutes

6.2 Stands steadily, feet parallel and together under control for 5-6 seconds

6.3 Walks forward and backward on a line for 2 meters

6.4 Walks forward on 10' x 4" wide balance beam, one foot in front of the other

6.5 Walks heel to toe on 2" wide line 10 feet with good control

6.6 Rolls up and down incline

5-6 Years — 6.7 Crawls in a homolateral fashion with eyes on a fixed object (right arm, right knee alternating with left arm, left knee)

6-7 Years — 6.8 Crawls in a crossed pattern fashion with eyes on a fixed object (right arm, left knee alternating with left arm, right knee)

6.9 Walks sideways in a balanced position; controls movement by stopping on command

6.10 Walks carrying empty tray

- 6.10.1 Walks carrying tray with objects
- 6.10.2 Walks carrying water in pitcher without spilling

6.11 Skips, alternating feet

6.12 Runs in a balanced position; arms and legs swinging in a cross-pattern movement

6.13 Jumps back and forth over a line, alternating feet, at least four times

7.1 Preceding skills are refined in speed, dexterity, variety, and accuracy

6-7 Years

7.2 Performs the following physical tasks

   7.2.1 Touches floor from standing position
   7.2.2 Is able to do sit-ups
   7.2.3 Is able to do push-ups

7.3 Completes a broad jump of 2-3 feet, landing on both feet

7.4 Jumps rope turned by two people

7.5 Hops forward 15 feet

7.6 Jumps over rope 10" high with a two step takeoff

7.7 Changes direction while running through a simple obstacle course, without stopping or significantly changing pace

2.0 Manipulative Skills

1-2 Years

1.1 Uses "punching dummy" or other soft object with both fists

1.2 Catches a 10" ball with arms stiff

1.3 Kicks (e.g. a large ball)

2-3 Years

2.1 Attempts to pedal a tricycle

2.2 Sits in a swing unassisted

3-4 Years

3.1 Rolls the ball from a seated position

3.2 Tries to pump self in swing

4-5 Years

4.1 Pumps self in swing

4.2 Throws with two hands from chest position, with no weight shift

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

4-5 Years

5.1 Tries stunts on bar or jungle gym

5.2 Hangs from bar (overhand grip for 5 seconds)

5.3 Rolls a ball eight feet to a person

5.4 Throws overhand with body weight change

5.5 Catches an 8" ball with flexed arms

5-6 Years

5.6 Uses rhythm band instruments to imitate a given drumbeat

6.1 Catches an 8" ball from 15 feet using hands only

6.2 Throws an 8" ball in the air and catches it

6.3 Bounces ball a distance of 3-4 feet to another person

6-7 Years

7.1 Does a chin-up and holds position for 5 seconds with chin over bar

7.2 Rides bicycle with training wheels

7.3 Throws balls of various sizes with an underhand toss at a distance of ten feet or more to another person

7.4 Throws a small ball a distance of ten feet or more using an overhand method

B. FINE MOTOR

1.0 Eye-Hand-Arm Movement

1-2 Years

1.1 Builds a two-four block tower with one inch cubes

1.2 Turns pages two or three at a time

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

1-2 Years

2.1 Opens jars

2.2 Turns pages one at a time

2.3 Can snip with scissors

2.4 Builds tower of six-seven blocks with one inch cubes

2.5 Strings one inch beads

2-3 Years

3.1 Opens door

3.2 Builds tower of eight blocks

3.3 Folds paper neatly with sharp crease

3.4 Closes jars

3.5 Turns crank handle (egg beater, music box)

3-4 Years

3.6 Winds up toys

3.7 Builds bridge of three blocks from a model

4.1 Manipulates doors and latches

4.2 Opens lock with key (4-9 years)

4.3 Cuts on a line with scissors

4-5 Years

4.4 Folds paper diagonally, sharp crease, edges even

5.1 Puts paper clips on paper

5.2 Sharpens pencil with manual sharpener

5-6 Years

5.3 Demonstrates marked improvement of previously learned skills

6.1 Weaves paper

6.2 Hand stitches with yarn on burlap (no particular pattern)

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

2.0 Self Help Skills

1.1 Holds cup with finger grasp

1.2 Drinks from cup unassisted but not without spilling

1.3 Begins to feed self with spoon held in fist, requires some assistance

1-2 Years

2.1 Feeds self with spoon

2.2 Stirs food with spoon

2.3 Drinks from small glass held in one hand

2.4 Pulls on socks and pants with help

2.5 Removes shoes and socks

3.1 Finds arm holes in dressing

3.2 Removes pull-down garments

2-3 Years

3.3 Eats with fork (may be held with fist)

3.4 Puts on shoes and socks

3.5 Unbuttons; buttons with difficulty

3.6 Undresses self

3-4 Years

3.7 Closes front snaps

3.8 Pours from a pitcher

4.1 Buckles belt or shoe

4.2 Laces shoes with difficulty

4-5 Years

4.3 Dresses self

4.4 Eats with spoon and fork held in fingers rather than fist

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials, Resources/ Comments

5-6 Years
- 5.1 Ties a bow
- 5.2 Uses fork to cut food on plate into bite size
- 6.1 Uses table knife in conjunction with fork

3.0 Pre-Writing

1-2 Years
- 1.1 Makes variety of scribbling patterns
- 1.2 Scribbles but marks go off the pages
- 2.1 Scribbles but keeps it confined to page
- 2.2 Imitates vertical or horizontal line drawn by adult

2-3 Years
- 2.3 Uses varied and rhythmical strokes in painting
- 2.4 Includes loops and spirals in scribbling pattern
- 3.1 Draws a round or square form
- 3.2 Copies a circle
- 3.3 Imitates a cross when demonstrated

3-4 Years
- 4.1 Imitates the shapes of "o", "v", "H", and "+"
- 4.2 Begins to draw squares
- 4.3 Differentiates between circles, squares and rectangles

4-5 Years
- 5.1 Draws a variety of recognizable figures such as people, animals and objects

5-6 Years
- 5.2 Copies circle, square, and some printed letters without demonstrations
- 5.3 Grasps article with the three fingers used in writing and places article in another position (one inch cube, marble, etc.)

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

4-5 Years
5-6 Years

5.4 Holds a template or form with one hand while making gross arm movements in tracing around the template. (templates or forms may include jar lids, puzzle pieces from form boards, blocks, saucers, cardboard shapes, etc.) He should be able to change hands and direction.

a. circle c. triangle e. diamond
b. square d. rectangle

5.5 Used the template to complete a single revolution then removes template and traces over the shape he has drawn staying on the line. He should be able to change hands and direction.

a. circle c. triangle e. diamond
b. square d. rectangle

5.6 Uses the template to complete a single revolution, then removes the template and observes the shape. He then erases the shape and duplicates it. He should be able to change hands and direction.

a. circle c. triangle e. diamond
b. square d. rectangle

5.7 Given a small geometric shape, makes a large duplication of the stimulus

a. circle c. triangle e. diamond
b. square d. rectangle

5.8 On unlined paper and using a large black crayon or large soft lead pencil, copies figures involving the various strokes of writing. The pencil should be held loosely and correctly and the paper placed straight on the table.

a. completes abstract design
b. copies figures

5.9 Traces first name

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

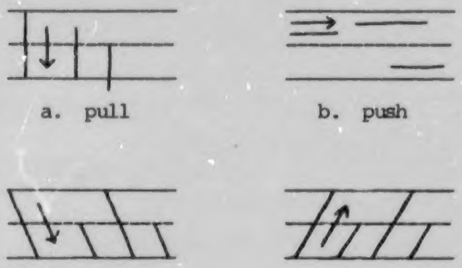
4-5 Years
5-6 Years

5.10 Prints some letters, sometimes with reversals

5.11 Uses pencil with dominant hand, three fingers near tip

5.12 On lined paper (with a base line, top line and dotted guide line), copies vertical strokes, slanted strokes and horizontal strokes, always beginning at the top or at the left.

Basic Strokes:



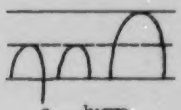
a. pull

b. push

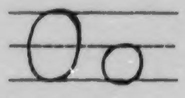
c. slant to right

d. slant to left

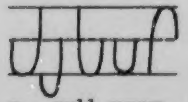
5.13 On lined paper (with base line, top line and dotted guide line), copies circles and curves using strokes demonstrated by teacher



a. hump

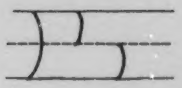


b. circle

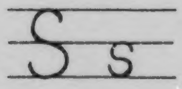


c. pull curve

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments



d. push curve



e. compound curve

C. PENMANSHIP

1.0 Capital Letters - On lined paper, copies capital letters presented in sequence using the correct stroke direction

- 1.1 Pull push - E F L H I T
- 1.2 Right or left slant - V W X
- 1.3 Slant push - A
- 1.4 Push slant push - Z
- 1.5 Pull slant - N M K
- 1.6 Slant pull - Y
- 1.7 Circle - O Q C G
- 1.8 Compound curve - S
- 1.9 Pull push curve - D P B R
- 1.10 Pull curve - U J

2.0 Small letters - On lined paper, copies small letters using correct strokes

3.0 Numerals - On lined paper, copies the numerals 0-9 using the correct strokes

4.0 Words - On lined paper, copies words using correct spacing between the letters within each word

5.0 Sentences - On lined paper, copies sentences from the overhead or board using correct letter formation and spacing

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

6.0 Small Letters - On lined paper (with a base line, top line and guide lines), copies small letters presented in sequence using correct stroke direction

- 6.1 a c d g o q
- 6.2 b f h k l t
- 6.3 m n v x y z
- 6.4 e i j p r s u w

7.0 Words - On lined paper (with a base line, top line and guide lines), copies words using correct stroke direction and connections between letters

8.0 Capital Letters - On lined paper (with a base line, top line and guide lines), copies words with capital and small letters using correct connection strokes

9.0 Capital and Small Letters in Words - On lined paper (with a base line, top line and guide lines), copies words with capital and small letters using correct connection strokes

10.0 Sentences - On lined paper (with a base line, top line and guide lines), copies sentences using correct letter formation and spacing

11.0 Paragraphs - On lined paper (no guide lines), copies a paragraph using correct letter formation, spacing and stays within the paper's margins

D. TACTILE FUNCTIONS

1.0 Tactile Observation - Given materials, uses tactile information to identify objects

- 1.1 Matches a tactually perceived object with an identical object he can see

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

1.2 Identifies a familiar object that he can feel but cannot see

1.3 Matches a familiar object observed only tactually with its representation in a color photograph and/or in a black and white photograph

1.4 Matches a color photograph or a black and white photograph with an object which he selects tactually from a group of objects

2.0 Tactile Classification of Properties - Given materials, uses tactile information to classify objects according to specific properties of hard, soft, rough, smooth, or combinations of these properties

2.1 Separates unseen items into the categories of hard or soft by tactile observation only

2.2 Selects by feel only, another object from a collection of objects that have the same texture as the stimulus (hard, soft, rough or smooth)

2.3 Matches a tactually perceived object with a visually observed object of identical texture from a collection of visually observed objects of different textures

2.4 Matches a tactually and visually observed object with an object of identical texture from a collection of unseen objects of different textures that are observed tactually only

2.5 Tactually selects a texture most like a given texture

2.6 Selects tactually and visually a given texture from a collection of different textures

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

2.7 Matches an object that has a given texture with an object that has a similar texture

2.8 Locates tactually the one object in a collection of objects whose texture is different from the others in the collection

2.9 Selects visually a material with a texture different from the other materials in a collection

3.0 Tactile Classification by Shape - Given the materials, uses tactile information to classify objects according to their shape

3.1 Groups familiar two-dimensional shapes into similar shapes (sort paper circles, squares, triangles)

3.2 Groups familiar two-dimensional shapes of varying size according to general shape

3.3 Matches an unseen three-dimensional shape to a similar shape from a visually observed group of shapes

3.4 Matches a visually observed familiar three-dimensional shape with one of a group of shapes he observes tactually

3.5 Selects all the objects that have a specific shape among a given collection of various three-dimensional shapes

3.6 Matches a three-dimensional object with a color photograph of it and a black and white photograph of it

3.7 Matches a color photograph and/or a black and white photograph of a familiar three-dimensional shape with the actual shape

4.0 Tactile Classification by Size and Weight - Given the materials, uses tactile information to classify objects according to size and/or weight

4.1 Selects in a given group of visible, similar two-dimensional objects, the large (er, est) or small (er, est) where the difference is in height, width and/or weight.

4.2 Arranges a group of visible, similar two-dimensional objects according to size when the height dimension is varied (taller, shorter -- tallest, shortest)

4.3 Sorts tactually the largest or smallest object in a group of unseen three-dimensional objects

4.4 Sorts a collection of objects into two groups according to the classification of large and small objects visually

4.5 Sorts a collection of objects into two groups according to the classification of large and small objects tactually

4.6 Selects the longer or shorter of two similar objects using familiar objects, using two-dimensional shapes with tactual and visual information, using two-dimensional shapes and only tactile information

4.7 Given the materials, the child will compare the weights of objects and select the light or heavy ones

- 4.7.1 Visually and tactually with 2 objects
- 4.7.2 Tactually with 2 objects
- 4.7.3 Visually and tactually with more than 2 objects
- 4.7.4 Tactually with more than 2 objects
- 4.7.5 Group unseen objects into the classification of heavy and light

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

E. VISUAL RECEPTION

1.0 Identification - Identifies from among a given set of objects the one that matches

- 1.1 When presented an object of a certain color, the child identifies the same from among a given set of 3 objects
- 1.2 When presented an object of a certain shape, the child identifies the same from among a given set of 3 objects
- 1.3 When presented an object of a particular size, the child identifies the same from among a given set of three
- 1.4 When presented an object in a particular position, the child identifies the same from among a given set of three

2.0 Discrimination - Discriminates from among a given set of objects the one differing in color, shape, size or position

- 2.1 Discriminates among a set of three objects, one differing in color
- 2.2 Discriminates among a set of three objects, one differing in shape
- 2.3 Discriminates among a set of three objects, one differing in size
- 2.4 Discriminates among a set of three objects, one differing in position

3.0 Likeness/Difference - Identifies from among a set of pictures of objects or meaningless forms the one differing in color, size or shape

- 3.1 Identifies picture of object which differs in color

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
3.2 Identifies picture of object which differs in shape					
3.3 Identifies picture of object which differs in size					
3.4 Identifies picture of object (meaningful or abstract) which differs in category					
3.5 Identifies picture of object (meaningful or abstract) which differs in position					
4.0 Discrimination/Print - Identifies from among a set of three to five letters, letter combinations, or words, the one that is different					
4.1 Identifies letter which is dissimilar in configuration (SSTS)					
4.2 Identifies letter combination which is different					
4.3 Identifies word which is different					
4.4 Identifies letter combination which has a different initial letter(s)					
4.5 Identifies word which has a different initial letter(s)					
4.6 Identifies letter combination which has a different final letter(s)					
4.7 Identifies word which has a different final letter(s)					
4.8 Identifies word which differs internally					
F. VISUAL AWARENESS					
1.0 Locates a given item from a group of dissimilar items					
1.1 Locates a given item in a box of objects					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.2 Locates a given item in a picture					
1.3 Locates a given item in a natural setting					
1.4 Locates a given item when camouflaged					
1.5 Locates a given item from a field of similar items					
2.0 Completes a picture when a part is missing					
2.1 Completes a picture when a part of a single item is missing					
G. VISUAL MEMORY (Numbers do not relate to ages)					
1.0 Duplicates a sequence of two to six objects, pictures or numbers after being shown the sequence for a few seconds					
2.0 Duplicates a sequence of two to six nonsense designs after being shown the sequence for a few seconds					
3.0 Duplicates a complicated design after being shown the design for a few seconds					
4.0 After being shown a stimulus of one or two symbols for a few seconds, the child will locate the identical stimulus from four to six choices					
H. VISUAL ASSOCIATION					
1.0 Selects the picture(s) identical to the stimulus from a set of four pictures of real objects or abstract forms which differ because of color, size, shape or combination of the three					
1.1 Identifies meaningful picture which differs in color					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.2 Identifies meaningful picture which differs in shape					
1.3 Identifies meaningful picture which differs in size					
1.4 Identifies meaningful/abstract picture which differs in position					
1.5 Identifies meaningful picture which differs in any combination of the above					
1.6 Identifies abstract picture which differs in any combination of the above					
2.0 Sorts a group of objects or pictures into meaningful categories					
2.1 Sorts by color					
2.2 Sorts by shape					
2.3 Sorts by size					
2.4 Sorts by texture					
2.5 Sorts by category Example: furniture, toys, etc.					
3.0 Matches given pictures to corresponding outlines or silhouettes					
3.1 Matches colored picture to identical outline					
3.2 Matches colored picture to silhouette					
3.3 Matches picture to outline or silhouette which differs in size from stimulus					
3.4 Matches picture to outline or silhouette which differs in position or direction from stimulus					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
4.0 Chooses a picture which most likely would be associated with the stimulus picture					
4.1 Associates pictures of animal babies with mothers					
4.2 Associates part of the whole					
4.3 Associates related pairs					
4.4 Associates opposites					
4.5 Associates cause-effect relationship					
5.0 Duplicates and/or continues a given pattern of a sequence of geometric shapes					
6.0 Arranges two to six pictures of obvious sequence in correct order from left to right or top to bottom					
6.1 Arranges two pictures in sequence					
6.2 Arranges three to four pictures in sequence					
6.3 Arranges five to six pictures in sequence					
6.4 Arranges seven to eight pictures in sequence					
6.5 Arranges nine to ten pictures in sequence					
7.0 Locates a letter or word identical to a stimulus from three to five choices					
7.1 Locates a single letter which is contained in all of the choices					
7.2 Locates a single letter which may or may not be contained in all the choices					
7.3 Locates a word in a sentence					

8.0 Locates the appropriate print from a choice of two to six words or phrases that label the picture stimulus

8.1 Locates print to print when the picture is labeled

8.2 Locates print to unlabeled picture (simple print recall)

I. VISUAL CLOSURE

1.0 Identifies a corresponding model from incomplete representations of familiar objects, pictures, outlines or silhouettes

2.0 Locates hidden forms within a picture

3.0 Completes and/or identifies incomplete forms, designs or pictures

3.1 Completes a form with six to eight pieces

3.2 Completes a form with nine pieces

3.3 Completes a form with ten to eleven pieces

3.4 Completes a form with twelve to thirteen pieces

3.5 Completes a form with fourteen to sixteen pieces

3.6 Completes a form with seventeen or more pieces

3.7 Selects the part that completes a form

3.8 Identifies a completed form when given only a part

3.9 Selects the part that completes a form or completes it and identifies what it is

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

J. SENSORY INTEGRATION

Visual-Motor

1.0 Eye-Hand Coordination - Draws a continuous straight, curved or angled line between boundaries, or from point to point without guide lines (in a left-to-right progression)

2.0 Figure Ground - Discerns figures which intersect with other figures (without testing eye-motor coordination) without making a major break or deviation with more complex ground

3.0 Form Constancy - Classifies geometric shapes in a variety of sizes, shadings, textures and positions in space discriminating them from similar geometric figures (Using circles, squares, rectangles, ellipses and parallelograms)

4.0 Position in Space - Child selects one of a series which is reversed or rotated in space using schematic drawings of common objects

5.0 Spatial Relationships - Analyzes simple forms and patterns by copying lines and angles, using dots at guide points. All lines must stop and start on the corresponding dot

Sensory-Motor

1.0 Body Spatial Organization - Given a demonstration, moves body in an integrated way around and through objects in the spatial environment

  1.1 Imitates body positions in space

  1.2 Imitates elementary finger plays and poems

  1.3 Goes through maze on playground or in room without bumping any object

2.0 Reaction Speed Dexterity - Given direction, responds efficiently to general directions or assignments

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

2.1 Follows directions consisting of one task, such as getting a book

2.2 Follows directions consisting of two or more tasks

2.3 Completes assigned work promptly and accurately

3.0 Spatial - Form Manipulation - Manipulates given materials to duplicate a pattern card

3.1 Puzzles and design blocks

3.2 Form boards

3.3 Form boxes

4.0 Directionality - Given directions, discriminates right from left, up from down, forward from backward

4.1 Discriminates right and left parts of his own body

4.2 Discriminates right and left parts of another person's body

4.3 Moves body according to directions, i.e., forward and backward

**The following sections correspond to the Project LIFE series: Perceptual Training and Thinking Activities

K. VISUAL PERCEPTION (Numbers do not relate to ages)

Non-verbal cognitive

1.0 Demonstrates skill of size discrimination

1.1 Sorts objects according to size

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.2 Arranges objects according to size (large to small, small to large)					
2.0 Demonstrates matching skills using pictures of real objects, forms, word configurations, letters and words which differ in color, size, shape or combination of the three					
2.1 Demonstrates perception beyond an identical match to a conceptual match (matches an apple, banana and orange and excludes a chair					
2.2 Demonstrates abstraction by matching on the basis of shape alone					
Addition-Omission					
1.0 Observes changes because of added features					
1.1 Discriminates among pictures of objects and forms because of the addition or omission of lines and patterns					
1.2 Discriminates among configurations, letters and words because of the addition or omission of lines, patterns, or letters					
2.0 Demonstrates skill of matching when the alternatives differ because of additions or omissions of lines, patterns or letters					
Position in Space					
1.0 Discriminates among pictures of real objects or meaningless forms which differ because of:					
1.1 Inversion (the one that is upside down)					
1.2 Reversals (facing the wrong way)					
1.3 Rotations (twisted)					

Spatial Relationships

1.0 Discriminates among pictures of meaningful objects or meaningless forms which appear to have different distances between items

2.0 Discriminates among pictures of meaningful objects or meaningless forms which appear to have different distances between items in the picture and the viewer

Figure Ground

1.0 Discriminates a specified item in the midst of irrelevant visual material

Supplementary

1.0 Discriminates words or letters by focusing attention on the composition and not the configuration alone (male, male, male, mole)

  1.1 Chooses from set of four letters or words, three of which are identical, the one that is different (letter and word discrimination)

2.0 Selects, from a series of four alternatives, the configuration, word within configuration, or word which is identical to the prompting stimulus (word configuration and composition)

  2.1 Selects from a set of four alternatives, the letter or word which is identical to the prompting stimulus (letter and word discrimination)

L. THINKING ACTIVITIES (Numbers do not relate to ages)

Non-verbal cognitive

1.0 Demonstrates memory

  1.1 Remembers color

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.2 Remembers beyond immediate recall (visual memory)					
1.3 Recognizes size relationships (sequencing by size)					
1.4 Determines and extends left to right pattern (pattern analysis)					
1.5 Remembers a set of items (memory of sets)					
1.6 Classifies items by shape (classification by shape)					
1.7 Determines what is wrong with a picture (visual absurdities)					
1.8 Remembers contents of a set (object memory)					
2.0 Classifies pictures					
2.1 Predicts how a figure will appear after certain changes have been made (figural transformations)					
2.2 Remembers beyond immediate recall (figural memory)					
2.3 Completes a simple associative pair (picture associations)					
2.4 Remembers the position of items (memory of positions)					
2.5 Foresees the consequences of various choices (maze tracing)					
2.6 Deduces a temporal sequence (picture sequencing)					
3.0 Extends ability to predict how a figure will appear after certain changes have been made (object transformations)					
3.1 Extends ability to determine pattern analysis					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
3.2 Classifies pictures by a common quality (picture class)					
3.3 Recognizes a figural entity when presented with an incomplete item (visual closure)					
3.4 Determines an analogous relationship among figures (geometric analogies)					
3.5 Extends ability to remember the contents of a set (visual memory)					
3.6 Extends ability to deduce temporal sequences (picture sequencing)					
4.0 Expands ability to classify various symbolic items of information (Picture classification)					
4.1 Judges or analyzes how a figure will appear after a rotation has been made (shape rotation)					
4.2 Recognizes figural relations between forms, according to color and shape (form relations)					
4.3 Extends ability to recognize common elements of pattern, number, structure of forms (form relationships)					
4.4 Extends ability to discriminate according to relation and for actual relative size (size relationships)					
4.5 Visualizes the numberation concepts of 1-5 (number concepts)					
4.6 Determines what does not belong in a set					
4.7 Recognizes the relationship between a word and its configural form					
5.0 Determines what is needed to complete a figure (visual completion)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
5.1 Remembers isolated items of symbolic information - letters or numbers (memory of position)					
5.2 Extends ability to recognize conceptual similarities (conceptual memory)					
5.3 Extends ability to judge from memory how a picture will appear after rotations (picture rotations memory)					
5.4 Finds numerals hidden in a picture (camouflaged numbers)					
5.5 Extends ability to complete associative pairs which includes whole and parts in the analogy format (wholes part analogies)					
5.6 Extends ability to remember a given figural object (figural memory)					
6.0 Extends ability to evaluate the internal consistency of a picture (visual absurdities)					
6.1 Supplies the missing items in a given familiar form (picture completion)					
6.2 Extends ability to determine what does not belong in a related set					
6.3 Recognizes the common element in two given sets					
6.4 Remembers the position of people, animals or things in a visual series					
6.5 Comprehends the relationship between forms (Puzzle completion)					
6.6 Predicts the most logical outcome in a sequence of events when provided with a visual stimulus (implications and deductions)					
7.0 Demonstrates ability to make concrete and symbolic associations					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
7.1 Associates a capital letter and its matching lower case letter					
7.2 Recognizes and remembers a previously observed figural pattern transformed by color (figural pattern memory)					
7.3 Extends ability to remember isolated items of symbolic information - upper and lower case letters and numbers (memory of position)					
7.4 Finds two attributes of a given item (picture classification by attributes)					
7.5 Remembers symbolic - figural information (signs memory)					
7.6 Extends ability to classify items					
7.7 Recognizes the sequential order of lower case letters of the alphabet					

Bibliography for Developmental Skills

1. *Curriculum Guide for Hearing Impaired Children — Motor and Social - Emotional Development*. Marin County Schools, Carte Madera, Califorinia. 1974.
2. *Project LIFE*. General Electric, Ballston Lake, New York. 1974.
3. *A Systems Approach to Individualizing Instruction for Young Deaf Children*. Callier Center for Communication Disorders, Dallas, Texas. 1973
4. Sanford, Anne R. *Learning Accomplishment Profile*. Chapel Hill Training - Outreach Project, Lincoln Center Chapel Hill, North Carolina. 1975.

III. AUDITORY DEVELOPMENT

Auditory development depends on consistent use of residual hearing through appropriate amplification. The teacher must NOT be limited by the audiogram but must consistently and persistently pursue an on-going program of auditory training regardless of the severity of the hearing loss. Auditory behavior is a prelinguistic activity that must be developed as early as possible and that must continue throughout the hearing impaired individual's life.

Refer to the bibliography at the end of this section for resources.

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
A. AUDITORY DEVELOPMENT (Numbers do not relate to age levels)					
1.0 Attitudes towards Amplification					
1.1 Wears a functioning hearing aid during his waking hours					
1.2 Handles amplification with care					
1.3 Puts on amplification with help					
1.4 Turns on amplification					
1.5 Inserts earmolds correctly					
1.6 Selects the appropriate setting					
1.7 Puts on amplification without help					
1.8 Cleans ear molds					
1.9 Informs others when amplification is not working					
1.10 Assumes responsibility for care of hearing aid					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
2.0 Attitudes towards Listening					
2.1 Shows interest upon hearing a stimulus					
2.2 Voluntarily informs others when he hears something					
2.3 Willingly participates in listening activities					
3.0 Presence and Absence of Sound					
3.1 Responds to presence and absence of relevant environmental sounds without background noise					
3.2 Responds to presence and absence of vocalized sounds without background noise					
3.3 Responds to presence and absence of relevant environmental sounds with background noise					
3.4 Responds to presence and absence of vocalized sounds with background noise					
3.5 Waits to respond to sound (knowing that an auditory stimulus will be presented, the child will wait to respond until he hears the sound)					
4.0 Distance					
4.1 Responds to voice at distance of one foot					
4.2 Responds to voice at distance of five feet					
4.3 Responds to voice anywhere in the room					
4.4 Spontaneously responds to voice outside of room					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
5.0 Localization					
5.1 Attempts to locate sound source					
5.2 Looks toward source of sound					
5.3 Matches sound to source					
6.0 Recognition					
6.1 Indicates recognition of the meaning of environmental sound by reacting appropriately Examples: knock on the door, car horn, telephone, dog barking, fire alarm, whistle					
6.2 Indicates recognition of the meaning of speech by reacting appropriately Examples: Responds to his name; moves to door when stimulus "time to go" is given; looks for family members when name is said.					
7.0 Discriminates Non-Linguistic Information					
7.1 Discriminates between high and low sounds					
7.2 Discriminates between loud and soft sounds					
7.3 Responds to musical rhythms					
7.4 Discriminates among meaningful environmental sounds					
8.0 Discrimination of Vocal Stimuli					
8.1 Discriminates among male, female and children's voices					
8.1.1 Discriminates between high and low voices					
8.1.2 Discriminates between loud and soft voices					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
8.2 Discriminates voiced information Examples: singing, laughing, humming, crying, coughing, sneezing, whistling					
9.0 Discrimination of Known Linguistic Information					
9.1 Discriminates between one and two syllable words					
9.2 Discriminates among one syllable words					
9.3 Discriminates among rhyming words					
9.4 Discriminates among multi-syllabic words					
9.5 Discriminates among multi-syllabic rhyming words					
9.6 Discriminates among phrases					
9.7 Discriminates among sentences					
10.0 Auditory Comprehension and Memory					
10.1 Indicates that he remembers a sound by reacting appropriately Example: Upon hearing a knock at the door, the child answers it.					
10.2 Remembers single words and responds appropriately Examples: The adult says "Bye-Bye" and the child waves; the adult says "Wait" or "Stop" and the child stops.					
10.3 Indicates that he remembers the sound by giving a vocal response (short-term memory) Example: Upon hearing a cow, the child will say "Moo".					
10.4 Indicates that he recognizes the sound or remembers the word(s) and gives a language response (long-term memory) Example: Upon hearing a cow, the child will say "cow", or "That's a cow".					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
10.5 Applies previously learned auditory stimuli in appropriate situations Example: When asked, "What is your name?", the child replies, "Mark".					
10.6 Fills in missing part of familiar auditory stimuli by giving a language response Examples: "Humpty Dumpty sat on a ____ (wall), "Thank You" "____ ______" (You're welcome).					
10.7 Attempts to identify new sounds based on past experiences Example: Hearing a loud motor outside, the child will make suggestions as to what it might be.					
10.8 Remembers single words and says them Example: When shown a picture of a dog, the child says "Doggie".					
10.9 Responds appropriately to questions: What happened? What color? Who's that? etc. Example: The adult says, "Who's that?" and the child says, "Baby".					
10.10 Spontaneously asks a question Examples: "What happened?" "What's that?"					
10.11 Remembers and uses a two-word phrase Example: "Good morning."					
10.12 Remembers and uses a three-word phrase Example: "I want more."					
10.13 Remembers and uses a four-word phrase Example: "It's not raining outside."					
10.14 Remembers and uses more than four words in a phrase or sentence Example: "Mike is in the bathroom."					

10.15 Responds to directions in the order given
One direction:
Example: "Sit down."
Two or more directions:
Example: "Give me the shoe, and then the sock." "Please hang up your coat and come sit down."

10.16 Modifies the sequence of his previously incorrect language pattern and appropriate language upon request - NOT NECESSARILY IN THIS ORDER
Words with more than one syllable:
Example: The child says "banana" instead of "nabana".
Two words:
Example: The child says "brown dog" instead of "dog brown".
Three words:
Example: The child says "two little fish" instead of "two fish little".
A sentence:
Example: The child says, "I want some more", instead of "I want more some".
Experience stories:
Example: The child does not confuse the sequence of events.
Rhymes and songs:
Example: The child does not confuse the order or leave out words.

10.17 Consistently puts the elements of a spoken language pattern into the proper sequence

10.18 Experiments with his voice in attempting to match the vocal model
Pitch
Intensity
Accent
Rhythm
Intonation
Stress

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
10.19 Modifies the pitch of his voice upon request Example: When told that the pitch of his voice is too high, the child will lower the pitch.					
10.20 Modifies the intensity of his voice upon request Example: When told that he is talking too loud, the child will soften his voice.					
10.21 Modifies incorrectly accented speech upon request Example: The child changes "HapPY Birthday" to "Happy BIRTHday".					
10.22 Modifies the rhythm of his speech upon request Example: When told that he is talking too fast, the child will slow down.					
10.23 Consistently monitors his speech and language					

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IV. SPEECH

The overall goals of the Speech program shall be: to preserve the acceptable speech qualities already established; to identify additional problems in speech production which arise from tensions, voice changes or carelessness on the part of the child; to help each child improve specific factors relating to strength, resonance placement, inflection and articulation, to help each child develop his ability to communicate effectively his ideas, attitudes, and emotions by whatever appropriate means; and, to develop the child's power of speech so that he may derive emotional, social and intellectual satisfaction from communication.

Northampton chart spellings are used throughout this section. International Phonetic alphabet symbols are in brackets.

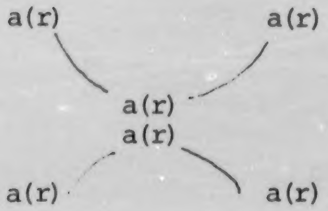
Example: th = [θ]

1.0 VOCALIZATION: CONTROLLED AND SPONTANEOUS	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments
1.1 Vocalizes on at least 12 occasions during a 3 minute period, if stimulated by teacher.					
1.2 Uses voice to attract attention.					
1.3 Vocalizes on demand, either from question or imitation.					
1.4 Uses vocalization as a means of communication.					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
2.0 VOCAL FACTORS AFFECTING INTELLIGIBILITY					
2.1 Vocal duration.					
2.1.1 Sustains a(r) for at least 3 seconds					
2.1.2 Produces a series of brief a(r) a(r) a(r) a(r)					
2.1.3 Produces a stream of up to 4 vocalizations containing sounds varied in temporal pattern. Use a(r). ___ ___ ___ ___					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
2.2 Vocal intensity.					
2.2.1 Produces brief loud a(r)					
2.2.2 Produces brief normal a(r)					
2.2.3 Produces brief whispered a(r)					
2.2.4 Produces a(r) for 3 seconds: at a loud level					
at a whispered level					
2.2.5 Produces a series of a(r)'s varying in intensity: whisper/loud/whisper/normal					
2.3 Vocal pitch. 2.3.1 Produces on separate breaths: a(r) a(r)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
2.3.2 Produces on one breath low-high a(r) a(r)					
high-low a(r) a(r)					
2.3.3 Produces on separate breath a(r) a(r) a(r) high low mid					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
2.3.4 Produces on one breath high-mid-high low-mid-low 					
2.3.5 Produces a(r) varying in pitch and intensity:					
quiet and low					
loud and high					
quiet and high					
loud and mid					

3.0 VOWELS AND DIPHTHONGS.	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.1 Produces ba(r) [ba]					
3.1.2 Sustains ba(r) for 3 seconds: at a loud level					
at a normal level					
at a whispered level					
3.1.3 Repeats accurately, at a rate of 3 per second: ba(r) ba(r) ba(r)					
3.1.4 Alternates at a rate of 3 per second: ba(r) bee ba(r) bee					
3.1.5 Demonstrates control of duration, intensity and pitch, by sustaining bo-:					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
for as long as possible					
from soft to loud					
from high to low					
from low to high					
Repeats with control, over a range of 5 pitches like a scale ba(r) ba(r) ba(r) ba(r) ba(r)					
3.1.6 Uses a(r) to approximate words. (Uses a(r) for hop)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.2 Produces bee [bi]					
3.2.1 Produces brief bee.					
3.2.2 Sustains bee for 3 seconds:					
at a loud level					
at a normal level					
at a whispered level					
3.2.3 Repeats accurately, at a rate of 3 per second: beebeebee					
3.2.4 Alternates at a rate of 3 per second: beeba(r)beeba(r)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.2.5 Demonstrates control of duration, intensity and pitch, by sustaining bee: for as long as possible					
from soft to loud					
from high to low					
from low to high					
Repeats with control, over a range of 5 pitches bee bee bee bee bee					
3.2.6 Uses ee to approximate words. Uses ee for eat.					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.3 Produces bóo [bu]					
3.3.1 Produces brief bóo.					
3.3.2 Sustains bóo for 3 seconds:					
at a loud level					
at a normal level					
at a whispered level					
3.3.3 Repeats accurately, at a rate of 3 per second: bóobóobóo					
3.3.4 Alternates at a rate of 3 per second: bóoboubóobou					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.3.5 Demonstrates control of duration, intensity and pitch, by sustaining boo: for as long as possible					
from soft to loud					
from high to low					
from low to high					
Repeats with control, over a range of 5 pitches boo boo boo boo boo					
3.3.6 Uses 00 to approximate words. Uses óo for two.					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.4 Produces bou [baʊ] 3.4.1 Produces brief bou.					
3.4.2 Produces bou: at a loud level					
at a normal level					
at a whispered level					
3.4.3 Repeats accurately, at a rate of 3 per second: bouboubou					
3.4.4 Alternates at a rate of 3 per second: bouboóbouboó					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.4.5 Demonstrates control of intensity and pitch, by producing bou: from soft to loud					
from high to low					
from low to high					
Repeats with control, over a range of 5 pitches bou bou bou bou bou					
3.4.6 Uses ou to approximate words. Uses ou for ouch.					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.5 Produces bi-e [baɪ]					
3.5.1 Produces brief bi-e.					
3.5.2 Produces bi-e: at a loud level					
at a normal level					
at a whispered level					
3.5.3 Repeats accurately, at a rate of 3 per second: bi-e bi-e bi-e					
3.5.4 Alternates at a rate of 3 per second: bi-e baw bi-e baw					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.5.5 Demonstrates control of intensity and pitch by producing bi-e: from soft to loud					
from high to low					
from low to high					
Repeats with control, over a range of 5 pitches bi-e bi-e bi-e bi-e bi-e					
3.5.6 Uses i-e to approximate words. Uses i-e for eye.					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.6 Produces baw [bɔ]					
3.6.1 Produces brief baw.					
3.6.2 Sustains baw for 3 seconds: at a loud level					
at a normal level					
at a whispered level					
3.6.3 Repeats accurately, at a rate of 3 per second: bawbawbaw					
3.6.4 Alternates at a rate of 3 per second: baw bi-e baw bi-e					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.6.5 Demonstrates control of duration, intensity and pitch, by sustaining, baw: for as long as possible					
from soft to loud					
from high to low					
from low to high					
Repeats with control, over a range of 5 pitches baw baw baw baw baw					
3.6.6 Uses aw to approximate words. Uses aw for saw.					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.7 Produces boi [bɔɪ]					
3.7.1 Produces brief boi.					
3.7.2 Produces boi: at a loud level					
at a normal level					
at a whispered level					
3.7.3 Repeats accurately, at a rate of 3 per second: boiboiboi					
3.7.4 Alternates at a rate of 3 per second: boi be- boi be-					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.7.5 Demonstrates control of intensity and pitch, by producing boi:					
from soft to loud					
from high to low					
from low to high					
Repeats with control, over a range of 5 pitches boi boi boi boi boi					
3.7.6 Uses oi to approximate words. Uses oi for toy.					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.8 Produces be- [bɛ]					
3.8.1 Produces brief be-.					
3.8.2 Sustains be- for 3 seconds: at a loud level					
at a normal level					
at a whispered level					
3.8.3 Repeats accurately, at a rate of 3 per second: be-be-be-					
3.8.4 Alternates at a rate of 3 per second: beboibeboi					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.8.5 Demonstrates control of duration, intensity and pitch, by sustaining be-: for as long as possible					
from soft to loud					
from high to low					
from low to high					
Rrepeats with control, over a range of 5 pitches be- be- be- be- be-					
3.8.6 Uses e- to approximate words. Uses e- for bed.					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.9 Produces bo͞o [bʊ]					
3.9.1 Produces brief bóo.					
3.9.2 Sustains bóo for 3 seconds:					
at a loud level					
at a normal level					
at a whispered level					
3.9.3 Repeats accurately, at a rate of 3 per second: bóobóobóo					
3.9.4 Alternates at a rate of 3 per second: bóobi-bóobi-					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.9.5 Demonstrates control of duration, intensity and pitch, by sustaining boo:					
for as long as possible					
from soft to loud					
from high to low					
from low to high					
Repeats with control, over a range of 5 pitches: b$\overset{2}{\text{o}}$o b$\overset{2}{\text{o}}$o b$\overset{2}{\text{o}}$o b$\overset{2}{\text{o}}$o b$\overset{2}{\text{o}}$o					
3.9.6 Uses -$\overset{2}{\text{0}}$0- to approximate words. Uses - $\overset{2}{\text{0}}$0- for book.					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.10 Produces bi- [bɪ]					
3.10.1 Produces brief bi-.					
3.10.2 Sustains bi- for 3 seconds: at a loud level					
at a normal level					
at a whispered level					
3.10.3 Repeats accurately, at a rate of 3 per second: bibibi-					
3.10.4 Alternates at a rate of 3 per second: bibo͝obibo͝o					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.10.5 Demonstrates control of duration, intensity and pitch, by sustaining bi-: for as long as possible					
from soft to loud					
from high to low					
from low to high					
Repeats with control, over a range of 5 pitches bi- bi- bi- bi- bi-					
3.10.6 Uses -i- to approximate words. Uses -i- for sit. _					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.11 Produces ba- [bæ]					
3.11.1 Produces brief ba-.					
3.11.2 Sustains ba- for 3 seconds: at a loud level					
at a normal level					
at a whispered level					
3.11.3 Repeats accurately, at a rate of 3 per second: bababa-					
3.11.4 Alternates at a rate of 3 per second: babubabu-					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.11.5 Demonstrates control of duration, intensity and pitch, by sustaining ba-: for as long as possible					
from soft to loud					
from high to low					
from low to high					
Repeats with control, over a range of 5 pitches: ba- ba- ba- ba- ba-					
3.11.6 Uses -a- to approximate words. Uses -a- for bad.					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.12 Produces bu- [bʌ]					
3.12.1 Produces brief bu-.					
3.12.2 Sustains bu- for 3 seconds: at a loud level					
at a normal level					
at a whispered level					
3.12.3 Repeats accurately at a rate of 3 per second: bububu-					
3.12.4 Alternates at a rate of 3 per second: bubabuba-					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.12.5 Demonstrates control of duration, intensity and pitch, by sustaining bu-: for as long as possible					
from soft to loud					
from high to low					
from low to high					
Repeats with control, over a range of 5 pitches bu- bu- bu- bu- bu-					
3.12.6 Uses -u- to approximate words. Uses -u- for cup.					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.13 Produces bo-e [boʊ]					
3.13.1 Produces brief bo-e.					
3.13.2 Produces bo-e: at a loud level					
at a normal level					
at a whispered level					
3.13.3 Repeats accurately, at a rate of 3 per second: boaboaboa					
3.13.4 Alternates at a rate of 3 per second: boabaiboabai					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.13.5 Demonstrates control of intensity and pitch, by producing bo-e: from soft to loud					
from high to low					
from low to high					
Repeats with control, over a range of 5 pitches bo-e bo-e bo-e bo-e bo-e					
3.13.6 Uses o-e to approximate words. Uses o-e for boat.					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.14 Produces ba-e [beɪ]					
3.14.1 Produces brief ba-e					
3.14.2 Produces ba-e: at a loud level					
at a normal level					
at a whispered level					
3.14.3 Repeats accurately, at a rate of 3 per second: baibaibai					
3.14.4 Alternates at a rate of 3 per second: baiboabaiboa					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.14.5 Demonstrates control of intensity and pitch, by producing ba-e from soft to loud					
from high to low					
from low to high					
Repeats with control, over a range of 5 pitches ba-e ba-e ba-e ba-e ba-e					
3.14.6 Uses a-e to approximate words. Uses a-e for may.					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.15 Produces bur [bɝ]					
3.15.1 Produces brief bur.					
3.15.2 Sustains bur for 3 seconds:					
at a loud level					
at a normal level					
at a whispered level					
3.15.3 Repeats accurately, at a rate of 3 per second: burburbur					
3.15.4 Alternates at a rate of 3 per second: burbaiburbai					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.15.5 Demonstrates control of duration, intensity and pitch, by sustaining bur: for as long as possible					
from soft to loud					
from high to low					
from low to high					
Repeats with control, over a range of 5 pitches: bur bur bur bur bur					
3.15.6 Uses ur to approximate words. Uses ur for bird.					

3.16 Produces bu-e [bju]	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.16.1 Produces brief bu-e.					
3.16.2 Produces bu-e: at a loud level					
at a normal level					
at a whispered level					
3.16.3 Repeats accurately, at a rate of 3 per second: bewbewbew					
3.16.4 Alternates at a rate of 3 per second: bew ba(r) bew ba(r)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
3.16.5 Demonstrates control of intensity and pitch, by producing bu-e: from soft to loud					
from high to low					
from low to high					
Repeats with control, over a range of 5 pitches bu-e bu-e bu-e bu-e bu-e					
3.16.6 Uses u-e to approximate words. Uses u-e for use.					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.0 CONSONANTS WITH VISUAL CLUES.					
4.1 Produces p and b. [p][b]					
4.1.1 Produces an initial p and b in syllables:					
pa(r)					
pee					
póo					
ba(r)					
bee					
bóo					
4.1.2 Repeats accurately, at a rate of 3 per second:					
pa(r) pa(r) pa(r)					
póopóopóo					
beebeebee					
bóobóobóo					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.1.3 Alternates vowel syllables at a rate of 3 per second:					
peepa(r)poo					
beeba(r)boo					
4.1.4 Alternates consonant syllables at a rate of 3 per second:					
pa(r)ma(r)pa(r)ma(r)					
peefeepeefee					
ba(r)ma(r)ba(r)ma(r)					
beefeebeefee					
4.1.5 Repeats accurately:					
pa(r) at a loud level					
pa(r) at a whispered level					
ba(r) at a loud level					
ba(r) at a whispered level					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.1.6 Repeats accurately alternating stress patterns: -ábee,-ábee					
-abée,-abée					
-ápee,-ápee					
-apée,-apée					
4.1.7 Repeats with control, over a range of 5 pitche pa(r) póo pa(r) ba(r) póo bóo pa(r) ba(r) bóo ba(r)					
4.1.8 Uses p and b to approximate words p pop					
b Bob					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.2 Produces final stops p and b					
4.2.1 Produces a final p and b in syllables:					
-ip					
-up					
óop					
-ib					
-ub					
óob					
4.2.2 Repeats accurately, at a rate of 3 per second:					
-apapap					
-ipipip					
-upupup					
-ababab					
-ibibib					
-ububub					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.2.3 Repeats accurately, at a reasonable rate:					
eepthu-,eept́hu-					
-apfee,-apfee					
eebt́hu-,eebt́hu-					
-abfee,-abfee					
4.2.4 Repeats accurately, alternating stress patterns:					
-upt́hu-					
-upt́hú-					
-úbt́hu-					
-ubt́hú-					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.2.5 Repeats with control, over a range of 5 pitches: -up -ip -up -ub -ip -ib -up -ub -ib -ub					
4.2.6 Uses final p and b to approximate words					
-p (up)					
-b (tub)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.3 Produces m. [m]					
4.3.1 Produces m in isolation.					
4.3.2 Repeats m m m.					
4.3.3 Produces a final m in syllables:					
eem					
óom					
a(r)m					
4.3.4 Repeats accurately, at a rate of 3 per second:					
eemeemeem					
óomóomóom					
a(r)m a(r)m a(r)m					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.3.5 Produces the following syllables:					
mee					
mo͝o					
ma(r)					
4.3.6 Repeats accurately, at a rate of 3 per second:					
meemeemee					
mo͝omo͝omo͝o					
ma(r)ma(r)ma(r)					
4.3.7 Alternates vowel syllables 3 per second:					
mee mo͝oma(r)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.3.8 Alternates consonant syllables at a rate of 3 per second:					
ma(r)ba(r)ma(r)ba(r)					
meefeemeefee					
4.3.9 Hums with control, over a range of 5 pitches mm mm mm mm mm					
4.3.10 Repeats with control, over a range of 5 pitches móo mee móo mee móo					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.3.11 Uses m to approximate words. Uses m for mama.					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.4 Produces w and wh [w][ʍ]					
4.4.1 Produces an initial w and wh in syllables:					
wee					
whee					
wu-					
whu-					
4.4.2 Repeats accurately, at a rate of 3 per second:					
weeweewee					
wheewheewhee					
wuwuwu					
whuwhuwhu-					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.4.3 Produces an initial w and wh in syllables:					
wóo					
whó					
wo-e					
who-e					
Repeats accurately, at a rate of 3 per second:					
wóowóowóo					
whóowhóowhóo					
4.4.4 Produces a medial w					
óowo					
-uwe-					
4.4.5 Repeats accurately, at a rate of 3 per second:					
wobeewobee					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.4.6 Repeats with control, over a range of 5 pitches. wa-e wa-e wa-e wa-e wha-e wa-e wha-e wha-e wha-e wha-e					
4.4.7 Uses w and wh to approximate words.					
w (water)					
wh (what)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.5 Produces h. [h]					
4.5.1 Produces an initial h in syllables:					
hóo					
hee					
ho-					
4.5.2 Repeats accurately, at a rate of 3 per second:					
ha(r)ha(r)ha(r)					
heeheehee					
4.5.3 Repeats accurately, at a rate of 3 per second:					
óohóo,óohóo,óohóo					
a(r)hee a(r)hee					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.5.4 Alternates at a rate of 3 per second: heedóoheedóo					
4.5.5 Repeats with control, over a range of 5 pitches: ha(r) hee ha(r) hee ha(r)					
4.5.6 Uses h to approximate words. h(hot)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.6 Produces f, v, $\overset{1}{\text{th}}$, $\overset{2}{\text{th}}$ - [f][v][θ][ð]					
4.6.1 Produces the following sounds in isolation:					
f					
v					
th					
$\overset{2}{\text{th}}$					
4.6.2 Produces the following syllables:					
oof					
a(r)v					
$\text{ee}\overset{1}{\text{th}}$					
$\text{ee}\overset{2}{\text{th}}$					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.6.3 Repeats accurately, at a rate of 3 per second: eetheetheeth					
eefeefeef					
oothoothooth					
a(r)v a(r)v a(r)v					
4.6.4 Produces an initial f, v, th, and th in syllables: fa(r)					
vee					
thu-					
thu-					
Repeats accurately, at a rate of 3 per second: feefeefee					
voovoovoo					
thawthawthaw					
thawthawthaw					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.6.5 Alternates consonant syllables at a rate of 3 per second: theemee theemee					
fa(r)ma(r)fa(r)ma(r)					
veemeeveemee					
thóomóothóomóo					
4.6.6 Repeats with control, over a range of 5 pitches va(r) va(r) va(r) fee va(r) fee va(r) fee fee thee fee thee thee thee thee					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
4.6.7 Uses f, v, t́h and t̃h to approximate words.					
f (fish)					
v (very)					
t́h (think)					
t̃h (the)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.0 CONSONANTS INVOLVING UNSEEN TONGUE CONTROL					
5.1 Produces t and d. [t][d]					
5.1.1 Produces an intial t and d in syllables:					
ta(r)					
da(r)					
tee					
dee					
too					
doo					
5.1.2 Repeats accurately, at a rate of 3 per second:					
ta(r)ta(r)ta(r)ta(r)					
deedeedee					
5.1.3 Alternates at a rate of 3 per second:					
ta(r)teetoo					
da(r)dee doo					

?

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.1.4 Alternates at a rate of 3 per second:					
toanoatoanoa					
weedeeweedee					
5.1.5 Produces:					
ta(r) at a loud level					
at a whispered level					
doo at a loud level					
at a whispered level					
5.1.6 Repeats accurately, alternating stress patterns:					
-atóo,-atoó -átoo,-átoo					
-ádee,-adée -adée,-adée					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.1.7 Repeats with control, over a range of 5 pitches: to-e to-e to-e dee to-e dee to-e dee dee dee					
5.1.8 Uses t and d to approximate words.					
t- (to)					
d- (do)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.2 Produces final t and d					
5.2.1 Produces a final t and d in syllables:					
-it					
-ut					
oot					
-id					
-ud					
ı ood					
5.2.2 Repeats accurately, at a rate of 3 per second:					
-ututut					
-ididid					
5.2.3 Repeats accurately alternating stress patterns:					
-útmo̍o,-útmo̍o					
-dbo̍ó,-idbo̍ó					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.2.4 Repeats with control, over a range of 5 pitches -it -it -it -ud -it -ud -it -ud -ud -ud					
5.2.5 Uses final t and d to approximate words.					
-t (hot)					
-d (food)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.3 Produces n. [n]					
5.3.1 Produces n in isolation.					
5.3.2 Produces several n's in isolation: n n n n n					
5.3.3 Produces a final n in syllables:					
a(r)n					
een					
óon					
5.3.4 Repeats accurately, at a rate of 3 per second:					
a(r)n a(r)n a(r)n					
eeneeneen					
óonóonóon					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.3.5 Produces an initial n in syllables:					
nóo					
na(r)					
nee					
5.3.6 Repeats accurately, at a rate of 3 per second:					
na(r)na(r)na(r)					
neeneenee					
nóondonóo					
5.3.7 Alternates consonant syllables at a rate of 3 per second:					
na(r)pa(r)na(r)ta(r)					
neepeeneetee					
nóopóonóotóo					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.3.8 Repeats with control, over a range of 5 pitches: na(r) na(r) na(r) na(r) na(r)					
5.3.9 Uses n to approximate words. n (no)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.4 Produces y- [j]					
5.4.1 Produces an initial y in syllables					
yóo					
ya(r)					
yee					
5.4.2 Repeats accurately at a rate of 3 per second:					
ya(r)ya(r)ya(r)					
yóoyóoyóo					
5.4.3 Repeats accurately yooyooyoo at a loud level					
at a whispered level					
5.4.4 Repeats accurately alternating stress patterns:					
á(r)yee á(r)yee					
a(r)yée a(r)yée					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.4.5 Produces with control, over a range of 5 pitches: ya(r) ya(r) ya(r) ya(r) ya(r)					
5.4.6 Uses y to approximate words. y- (yes)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.5 Produces 1. [l]					
5.5.1 Repeats accurately:					
a(r)l a(r)l a(r)l					
óolóolóol					
eeleeleel					
5.5.2 Produces a medial l, in the following syllables:					
-olo-					
oóloó					
eelee					
5.5.3 Produces an initial l in syllables:					
la(r)					
lóo					
lŏo					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.5.4 Produces a final l in syllables:					
a(r)l					
ool					
eel					
5.5.5 Repeats with control.					
-ululul					
-ununun					
-ililil					
-ininin					
5.5.6 Repeats accurately.					
loiloiloi at a loud level					
doidoidoi at a normal level					
lelele- at a normal level					
thethethe- at a whispered level					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.5.7 Alternates syllables loafoaloafoa					
5.5.8 Produces l with control, over a range of 5 pitches lóo lóo lóo lóo lóo					
5.5.9 Uses l to approximate words. l- (look)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.6 Produces sh and zh.[ʃ][ʒ]					
5.6.1 Produces brief:					
sh					
zh					
5.6.2 Produces a final sh and zh in syllables:					
-ush					
-ash					
-ezh					
5.6.3 Repeats accurately, at a rate of 3 per second:					
-ushushush					
-ishishish					
-azhazhazh					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.6.4 Produces a medial sh and zh in syllables:					
-ashu-					
-ishóo					
-ezhu-					
5.6.5 Repeats accurately, alternating stress patterns:					
-áshu-					
-ashú					
-ézhu-					
-ezhú-					
5.6.6 Produces:					
shóo					
zhur					
shóoshóoshóo					
zhurzhurzhur					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.6.7 Repeats accurately:					
-upush,-upush					
-inish-inish					
-upezh,-upezh					
5.6.8 Alternates accurately					
shóobi-e,zhóobi-e					
sheeda-e,zheeda-e					
5.6.9 Repeats with control, Over a range of 5 pitches: shóo shóo shóo zhaw shóo zhaw shóo zhaw zhaw zhaw					
5.6.10 Uses sh to approximate words. sh (shoe)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.7 Produces s and z [s][z]					
5.7.1 Produces in isolation:					
s					
z					
5.7.2 Produces a final s and z in syllables:					
o̍os					
-az					
-us					
-iz					
5.7.3 Repeats accurately, at a rate of 3 per second:					
-ususus					
eezeezeez					
o̍ozo̍ozo̍oz					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.7.4 Sustains a final s and z for 3 seconds:					
-usss					
-osss					
eezzz					
5.7.5 Produces a medial s and z.					
-asee					
eezee					
óozee					
5.7.6 Repeats accurately, alternating stress patterns:					
-ásee -ásee					
eezée eezée					

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	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.7.7 Produces an initial s and z in syllables:					
so-e					
sa-e					
zee					
zoo					
5.7.8 Alternates syllables, at a rate of 3 per second:					
pa(r)sa(r)pa(r)sa(r)					
weezeeweezee					
5.7.9 Repeats with control, over a range of 5 pitches:					
oós oós oós zoó oós zoó oós zoó eez zoó eez zoó eez eez eez					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.7.10 Uses s and z to approximate words					
s- (see)					
z- (zoo)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.8 Produces initial and medial k and g. [k][g]					
5.8.1 Produces the following syllables:					
go					
ku					
5.8.2 Produces the following syllables:					
goo					
go-					
kee					
5.8.3 Repeats accurately, at a rate of 3 per second:					
keekookee					
gigagi					
gaigoogai					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.8.4 Produces the following:					
a(r)ga(r)					
eekee					
owkow					
5.8.5 Repeats accurately, alternating stress patterns:					
á(r)ga(r) á(r)ga(r)					
eekée eekeé					
5.8.6 Alternates syllables at a rate of 3 per second:					
ga(r)ma(r)ga(r)ma(r)					
keeteekeetee					
gooboogooboo					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.8.7 Produces syllables with k and g as follows: go- at a loud level					
at a whispered level					
kee at a loud level					
at a whispered level					
Repeats with control, over a range of 5 pitches ka(r) ka(r) ka(r) ka(r) (r) ga(r) ka ga(r) ga(r) ga(r) ga(r)					
5.8.8 Uses k and g to approximate words. k (kite)					
g (go)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.9 Produces the final (stops) k and g.					
5.9.1 Produces the following syllables:					
-ik					
-ug					
eek					
5.9.2 Repeats accurately, at a rate of 3 per second:					
eekeekeek					
-agagag					
5.9.3 Repeats syllables as follows:					
-ugma(r),-ugma(r)					
-iktóo,-iktóo					
-egfaw,-egfaw					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.9.4 Repeats with control, over a range of 5 pitches: eek eek eek -ug eek -ug eek -ug -ug -ug					
5.9.5 Uses final k and g to approximate words:					
-k (book)					
-g (dog)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.10 Produces ng [ŋ]					
5.10.1 Produces ng in isolation.					
5.10.2 Produces the following syllables: -ong a(r)ng					
ung					
ang					
ing					
5.10.3 Repeats accurately, at a rate of 3 per second: a(r)ng a(r)ng a(r)ng					
-ung-ung-ung					
-ing-ing-ing					
5.10.4 Alternates syllables as follows: -angke-,-angke-					
ungow,-ungkow					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.10.5 Alternates syllables as follows:					
-ingif,-ingif					
-angap,-angkap					
5.10.6 Repeats with control over a range of 5 pitches a(r)ng a(r)ng a(r)ng a(r)ng a(r)ng					
5.10.7 Uses ng to approximate words.					
-ng (sing)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.11 Produces r. [r]					
5.11.1 Produces an initial r in syllables:					
ra(r)					
ru-					
ree					
5.11.2 Produces r in syllables					
roo					
raw					
re-					
ro͝o					
ri-					
ra-					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.11.3 Repeats accurately, at a rate of 3 per second: ra(r) ra(r) ra(r)					
reereeree					
rooroorooo					
rourourou					
ri-e ri-e ri-e					
rawrawraw					
roiroiroi					
rerere-					
rooroorooo					
ririri-					
rarara-					
rururu					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.11.4 Produces a medial r in the following syllables:					
a(r)roó					
-eree					
óoro					
-ura-					
5.11.5 Repeats accurately, alternating stress patterns:					
a(ŕ)ree,-Óree					
a(r)rée,-oreé					
-éree,-éree					
-ereé,-ereé					
-úra-,-úra-					
-urá-,-urá-					
5.11.6 Repeats accurately:					
a(r)roó at a loud level					
at a whispered level					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.11.7 Produces a final r in the following syllables:					
a(r)r					
awr					
er					
5.11.8 Alternates syllables using r and other consonants:					
rele-,rele-					
ro̍onoobro̍onoo̍					
ra(r)wa(r)ra(r)wa(r)					
ro̍oso̍oro̍oso̍o					
5.11.9 Repeats with control, over a range of 5 pitches					

raw
raw
raw
raw
raw

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.11.10 Uses r to approximate words. r (run)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.12 Produces ch and j. [tʃ][dʒ]					
5.12.1 Produces initial ch and j in syllables as follows:					
cha(r)					
choo					
chee					
ja(r)					
joo					
jee					
5.12.2 Repeats accurately, at a rate of 3 per second:					
cha(r)cha(r)cha(r)					
jeejeejee					
5.12.3 Produces medial ch and j in the following syllables:					
a(r)cha(r)					
oojoo					
-ajer					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.12.4 Repeats accurately, alternating stress patterns:					
á(r)cha(r)					
a(r)chá(r)					
-ájer					
-ajér					
5.12.5 Produces a final ch and j in syllables:					
-ech					
-ej					
ooch					
-uj					
5.12.6 Alternates syllables as follows:					
cheeteecheetee					
chowshowchowshow					
jainaijainai					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
5.12.7 Repeats with control, over a range of 5 pitches: chóo chóo chóo chóo ja(r) chóo ja(r) ja(r) ja(r) ja(r)					
5.12.8 Uses ch and j to approximate words.					
ch- (chair)					
j- (jump)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.0 CONSONANT BLENDS.					
6.1 Produces initial blends.					
6.1.1 Produces briefly:					
sma(r)					
spa(r)					
swa(r)					
6.1.1.1 Produces:					
sma(r)smeesmoo					
spa(r)speespoo					
swa(r)sweeswoo					
6.1.1.2 Produces:					
smaw at a loud level					
at a whispered level					
spou at a loud level					
at a whispered level					
swai at a loud level					
at a whispered level					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.1.3 Produces the following:					
smi-e					
spi-					
swe-					
smaw					
spou					
6.1.1.4 Repeats the following series of syllables, at a reasonable rate:					
smawsmawsmaw					
spa(r)spa(r)spa(r)					
sweswewe-					
sweesweeswee					

		Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.1.5	Alternates the following syllables, at a reasonable rate: smeefeesmeefee					
	spa(r)meespa(r)mee					
	swawpaw,swawpaw					
	smo̍ospo̍o,smo̍ospo̍o					
6.1.1.6	Repeats the following syllables, alternating stress patterns: smeéfee					
	smeefee					
	spá(r)mee					
	spa(r)mée					
	swáwpaw					
	swawpáw					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.1.7 Repeats with control, over a range of 5 pitches smoa smoa smoa spoa smoa spoa smoa spoa swee spoa swee spoa swee swee swee					
5.1.1.8 Uses sm, sp, and sw to approximate words.					
sm (smell)					
sp (spell)					
sw (swim)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.2 Produces briefly:					
ska(r)					
sla(r)					
sna(r)					
sta(r)					
t́hra(r)					
6.1.2.1 Produces					
ska(r)skeeskóo					
sla(r)sleeslóo					
sna(r)sneesnóo					
sta(r)steestóo					
t́hra(r)t́hreethróo					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.2.2 Produces:					
skaw at a loud level					
at a whispered level					
sli-e at a loud level					
at a whispered level					
snow at a loud level					
at a whispered level					
ste- at a loud level					
at a whispered level					
throw at a loud level					
at a shispered level					
6.1.2.3 Produces the following syllables:					
ski-					
skaw					
slow					
sni-					
stur					
thre-					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.2.4 Repeats the following syllables at a reasonable rate: skeeskeeskee					
sla(r)sla(r)sla(r)					
snusnusnu-					
sta(r)sta(r)sta(r)					
thróothróothróo					
6.1.2.5 Alternates the following syllables at a reasonable rate: skeesleeskeeslee					
slóosni-slóosni-					
snawste-snawste-					
stóothre-stóothre-					
t́hreebeet́hreebee					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.2.6 Repeats the following syllables, alternating stress patterns. skéemee					
skeemée					
slóatoa					
sloatóa					
sní-eki-e					
sni-ekí-e					
sté-be-					
ste-bé-					
thráwfaw					
thrawfáw					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.2.7 Repeats with control over a range of 5 pitches ska(r) ska(r) ska(r) ska(r) sle- ska(r) sle- sle- snee sle- snee sle- snee stoo snee stoo snee stoo stoo throo stoo throo throo throo throo					
6.1.2.8 Uses sk, sl, sn, st and thr to approximate words.					
sk- (sky)					
sl (slow)					
sn (snake)					
st (stop)					
thr (throw)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.3 Produces briefly:					
bla(r)					
bra(r)					
fla(r)					
fra(r)					
kwa(r)					
pla(r)					
pra(r)					
twa(r)					
6.1.3.1 Produces:					
bla(r)bleebloó					
bra(r)breebroó					
fla(r)fleefloó					
fra(r)freefroó					
kwa(r)kweekwoó					
pla(r)pleeploó					
pra(r)preeproó					
twa(r)tweetwoó					

6.1.3.2 Produces:

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
blóo at a loud level					
at a whispered level					
bre- at a loud level					
at a whispered level					
flóo at a loud level					
at a whispered level					
free at a loud level					
at a whispered level					
kwu- at a loud level					
at a whispered level					
pla-e at a loud level					
at a whispered level					
pra(r) at a loud level					
at a whispered level					
twee at a loud level					
at a whispered level					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.33 Produces the following syllables:					
ble-					
bra-e					
fla-					
fri-e					
kwi-e					
plou					
pre-					
twi-e					
6.1.3.4 Repeats the following series of syllables, at a reasonable rate:					
bla(r)bla(r)bla(r)					
breebreebree					
flawflawflaw					
freefreefree					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.3.4 (cont.) kwikwikwi-					
plaplapla-					
proóproóproó					
tweetweetwee					
6.1.3.5 Alternates the following syllables, at a reasonable rate: bloótoóbloótoó					
brawmoóbrawmoó					
floóshoófloóshoó					
freegeefreegee					
kwawdawkwawdaw					
pleechu-pleechu-					
proóbooproóboó					
tweeneetweenee					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.3.6 Repeats the following syllables, alternating stress patterns:					
blí-e fli-e					
bli-e flí-e					
bróunou					
brounóu					
fróudou					
froudóu					
kwífli _					
kwifli _́					
plá-e ma-e					
pla-e má-e					
prí-twi-					
pri-twí-					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.3.7 Repeats with control, over a range of 8 semitones: bloo bloo bloo brou bloo brou bloo brou floo brou floo brou floo kwi- floo kwi- floo kwi- pla- kwi- pla- kwi- pla- pree pla- pree pla- pree twi- pree twi- pree twi- twi- twi-					
6.1.3.8 Uses bl,br, fl, fr, kw, pl, pr, and tw to approximate words.					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.4 Produces briefly:					
dra(r)					
gla(r)					
gra(r)					
kra(r)					
shra(r)					
tra(r)					
6.1.4.1 Produces:					
dra(r)dreedróo					
gla(r)gleeglóo					
gra(r)greegróo					
kra(r)kreekróo					
shra(r)shreeshróo					
tra(r)treetróo					

6.1.4.2 Produces:

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
draw at a loud level					
at a whispered level					
gla- at a loud level					
at a whispered level					
gri- at a loud level					
at a whispered level					
kri-e at a loud level					
at a whispered level					
shri- at a loud level					
at a whispered level					
tri-e at a loud level					
at a whispered lvel					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.4.3 Produces the following syllables:					
dre-					
glo-e					
gra-					
kro-e					
shrou					
shru-					
tri-					
6.1.44 Repeats the following series of syllables, at a reasonable rate:					
drawdrawdraw					
gloe glo-e glo-e					
gragragra-					
kri-e kri-e kri-e					
shru-shru-shru-					
tri-e tri-e tri-e					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.4.5 Alternates the following syllables, at a reasonable rate.					
drawdro̍odrawdro̍o					
glowglooglowgloo					
greeneegreenee					
kri-e bi-e kri-e bi-e					
shro̍omo̍oshro̍omo̍o					
treefreetreefree					
6.1.4.6 Repeats the following syllables, alternating stress patterns					
dráwpaw					
drawpáw					
g̍ló-e flo-e					
g̍lo-e fló-e					
g̍rá-pa-					
g̍ra-pá-					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.4.6 (Cont.)					
krí-e tri-e					
kri-e trí-e					
shrú-hu-					
shru-hú-					
tréepee					
treepée					
6.1.4.7 Repeats with control, over a range of 8 semitones:					

```
                    drou
                drou
            drou    glee
        drou    glee
    drou    glee    gree
        glee    gree
    glee    gree    kraw
        gree    kraw
    gree    kraw    tree
        kraw    tree
    kraw    tree
        tree       shrou
    tree       shrou
          shrou
     shrou
shrou
```

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.4.8 Uses dr, gl, gr, kr, tr, and shr to approximate words.					
dr (draw)					
gl (glass)					
gr (grass)					
kr (creep)					
tr (train)					
shr (shrimp)					
6.1.5 Produces briefly:					
skra(r)					
skwa(r)					
spra(r)					
stra(r)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.5.1 Produces:					
ska(r)-skreeskróo					
skwa(r)-skweeskwóo					
spra(r)-spreespróo					
stra(r)-streestróo					
6.1.5.2 Produces					
skra(r) at a loud level					
at a whispered level					
skwaw at a loud level					
at a whispered level					
spri at a loud level					
at a whispered level					
spri- at a loud level					
at a whispered level					
stra- at a loud level					
at a whispered level					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.5.3 Produces the following syllables:					
skraw					
skwur					
spru-					
stroi					
6.1.5.4 Repeats the following series of syllables, at a reasonable rate:					
skraiskraiskrai					
skweeskweeskwee					
sprousprousprou					
stri-e stri-e stri-e					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.55 Alternates the following syllables:					
skrawskru- skrawskru					
skweeskwa(r) skweeskwa(r)					
spreespri-e spreespri-e					
stro̍ostroustro̍ostrou					
6.1.5.6 Repeats the following syllables, alternating stress patterns:					
skréemee					
skreemée					
skráwnaw					
skrawnáw					
spra-e pa-e					
spra-e pa-e					
stri-e bi-e					
stri-e bi-e					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.1.5.7 Repeats with control, over a range of 8 semitones: ska(r) ska(r) ska(r) ska(r) skwee ska(r) skwee skwee sproo skwee sproo skwee sproo stru- sproo stru- sproo stru- stru- stru-					
6.1.5.8 Uses skr, skw, spr, and str to approximate word					
skr- (scream)					
skw- (squeak)					
spr- (spring)					
str- (string)					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2 Produces final blends.					
6.2.1 Produces briefly:					
-if					
-ilm					
-iln					
-ilz					
-umz					
-uns					
-inz					
-ungz					
-usl					
-it^{2}hs					
-isn					
-ivz					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.1.1 Produces: -ifs -ufs -ifs					
-ilm -ulm -ilm					
-iln -uln -iln					
-umz -imz -umz					
-uns -ins -uns					
-ins -unz - inz					
-ungz -ingz -ungz					
-usl -isl -usl					
-iths -uths -iths					
-isn -usn -isn					
-ivz -ivz -ivz					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.1.2 Produces the following syllables: eefs					
-elm					
-eln					
oolz					
o-emz					
-ens					
a-enz					
-ongs					
-isl					
urths					
-asn					
i-evz					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.1.3 Repeats the following series of syllables, at a reasonablerate oofs oofs oofs					
-elm -elm -elm					
-uln -uln -uln					
-ulz -ulz -ulz					
-imz -imz -imz					
i-ens i-ens i-ens					
-enz -enz -enz					
-angz -angz -angz					
a-esl a-esl a-esl					
-eths -eths -eths					
-isn -isn -isn					
oovz oovz oovz					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.1.4 Repeats the following series of syllables at a reasonable rate:					
-elmtree -elmtree					
-ufstur -ufstur					
-elnbaw -elnbaw					
-elzee -elzee					
-emz-it -emz-it					
-unstur -unstur					
-unzdur -unzdur					
-angz-it -angz-it					
a-eslawf a-eslawf					
-uthsmee -uthsmee					
-isnfee -isnfee					
i-evzvee -isnzvee					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.1.5 Repeats the following syllables, alternating stress patterns: -úfstur					
-elmtreé					
-ílnbee					
-elzeé					
-émzit					
-unstúr					
-únzdur					
-angz-ít					
á-eslawf					
-uthsmeé					
-ísnfee					
i-evzveé					

6.2.1.6 Repeats with control, over a range of 8 semitones:

```
                     -ifs
                 -ifs
             -ifs    -ilm
         -ifs    -ilm
     -ifs    -ilm    -iln
         -ilm    -iln
     -ilm    -iln    -ilz
         -iln    -ilz
     -iln    -ilz    -umz
         -ilz    -umz
     -ilz    -umz    -uns
         -umz    -uns
     -umz    -uns    -inz
         -uns    -inz
     -uns    -inz    -usl
         -inz    -usl
     -inz    -usl    -isn
         -usl    -isn
     -usl    -isn    -ivz
         -isn    -ivz
     -isn    -ivz
         -ivz       -angs
     -ivz      -angs
          -angs     -iths
     -angs     -iths
-angs     -iths
     -iths
-iths
```

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.2 Produces briefly:					
a(r)ft					
a(r)ld					
-ulp					
a(r)lt					
-ump					
a(r)nd					
a(r)nt					
-ungk					
a(r)sk					
-usp					
-uvd					
-uzd					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.2.1 Produces:					
a(r)ft -ift a(r)ft					
a(r)ld oald a(r)ld					
-ulp -elp -ulp					
a(r)lt -elt a(r)lt					
-ump -imp -ump					
a(r)nd -und a(r)nd					
a(r)nt eent a(r)nt					
-ungk -ongk -ungk					
-usl -isl -usl					
-iths -aths -iths					
-isn -usn -isn					
-ivz i-evz -ivz					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.2.2 Produces the following syllables:					
-ift					
oald					
awlp					
awlt					
-emp					
i-end					
-ant					
-angk					
-esk					
a(r)sp					
eevd					
a-ezd					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.2.3 Repeats the following series of syllables, at a reasonable rate: -ift -ift -ift					
oald oald oald					
awlp awlp awlp					
awlt awlt awlt					
-emp -emp -emp					
i-end i-end i-end					
-ant -ant -ant					
-angk -angk -angk					
-esk -esk -esk					
a(r)sp a(r)sp a(r)sp					
eevd eevd eevd					
a-ezd a-ezd a-ezd					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.2.4 Alternates the following, at a reasonable rate:					
-aftur -iftur					
oaldur oaldur					
awlpfa- awlpfa-					
awltur awltur					
-emptee -emptee					
i-endur i-endur					
-antlur -antlur					
-eskee -eskee					
a(r)spee a(r)spee					
eevdem eevdem					
a-ezdem a-ezdem					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.2.5 Repeats the following syllables, alternating stress patterns: -áftur					
oaldúr					
áwlpfu					
awltúr					
-émptee					
i-endúr					
-ántlur					
-eskée					
a(ŕ)spee					
eevdém					
á-ezdem					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.2.6 Repeats with control, over a range of 5 pitches: -ift -ift -ift oald -ift oald -ift oald awlp oald awlp oald awlp awlt awlp awlt awlp awlt -emp awlt -emp awlt -emp -ant -emp -ant -emp -ant -esk -ant -esk -ant -esk -esk a(r)sp -esk a(r)sp a(r)sp i-end a(r)sp i-end a(r)sp i-end eevd i-end eevd i-end eevd -angk eevd -angk eevd -angk -angk -angk					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.3 Produces briefly:					
-bl					
-abz					
-idl					
-idz					
-igl					
-igz					
-ikl					
-aks					
-ipl					
-aps					
-itl					
i-etm					
-itn					
-its					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.3.1 Produces:					
-ibl a-ebl -ibl					
-abz -ebz -abz					
-idl a-edl -idl					
-idz a(r)dz -idz					
-igl a(r)gl -igl					
-igz a(r)gz -igz					
-ikl -ukl -ikl					
-aks a(r)ks -aks					
-ipl -apl -ipl					
-aps -ups -aps					
-itl -utl -itl					
i-etm a-etm i-etm					
-itn -atn -itn					
-its -uts -its					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.3.2 Produces the following syllables, using a variety of vowels:					
eebl					
$\overset{1}{\text{o}}$odl					
-edz					
o-ekl					
$\overset{2}{\text{o}}$oks					
urpl					
eeps					
urtl					
oats					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.3.3 Repeats the following series of syllables at a reasonable rate:					
a-ebl,a-ebl,a-ebl					
-ubz,-ubz,-ubz					
-adl,-adl,-adl					
-adz,-adz,-adz					
-igl,-igl,-igl					
-agz,-agz,-agz					
-akl,-akl,-akl					
-eks,-eks,-eks					
-upl,-upl,-upl					
a(r)psa(r)ps a(r)ps					
eetl,eetl,eetl					
eetm,eetm,eetm					
eetn,eetn,eetn					
-ats,-ats,-ats					

6.2.3.4 Alternates the following, at a reasonable rate:

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
eeblur eeblur					
-abze- -abze-					
óodlz 0́0dlz					
-edzee -edzee					
-igloó -igloó					
a(r)gzu- -a(r)gzu-					
a-ekls a-ekls					
a(r)kspur a(r)kspur					
-upli-e -upli-e					
-upse- -upse-					
-etlee -etlee					
-itsee -itsee					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.3.5 Repeats the following syllables, alternating stress patterns.					
-ábzee					
-adí-e					
-ígloo					
a(r)gzó-e					
a(ŕ)kspee					
-uplí-e					
-etlée					
í-etm					
-itná(r)					
-étsee					
6.2.3.6 Repeats with control, over a range of 8 semitones:					

6.2.3.6 (Cont.)

-ibl
-ibl
-ibl -abz
-ibl -abz
-ibl -abz -idl
-abz -idl
-abz -idl -idz
-idl -idz
-idl -idz -igl
-idz -igl
-idz -igl -ikl
-igl -ikl
-igl -ikl -aks
-ikl -aks
-ikl -aks -ipl
-aks -ipl
-aks -ipl -aps
-ipl -aps
-ipl -aps -itl
-aps -itl
-aps -itl -its
-itl -its
-itl -its
-its i-etm
-its i-etm
i-etm
i-etm
i-etm

Objective and Date to be achieved	Present Level and Date	**Criterion**	**Evaluation Results**	Materials/Resources/Comments

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.4 Produces briefly:					
-akt					
-apt					
-ag̍d					
-adb					
6.2.4.1 Produces					
-akt -ikt -akt					
-apt -upt -apt					
-ag̍d -ig̍d -ag̍d					
-abd -ubd -abd					
6.2.4.2 Produces the following syllables using a variety of vowels:					
oo̍kt					
o-ept					
a(r)gd					
-ibd					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.4.3 Repeats the following series of syllables at a reasonable rate: eekt -okt eekt					
-apt o-ept -apt					
-igd -ogd -igd					
-abd a(r)bd -abd					
6.2.4.4 Alternated the following at a reasonable rate: -aktur -aktur					
-upta(r) -upta(r)					
a(r)gdou a(r)gdou					
-abdmee -adbmee					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.4.5 Repeats the following syllables, alternating stress patterns:					
-aktu					
-aktu					
-upta(r)					
-upta(r)					
-agdou					
-agdou					
-abdmee					
-abdmee					
6.2.4.6 Repeats with control, over a range of 8 semitones: -akt -akt -akt -apt -akt -apt -akt -apt -agd -apt -agd -apt -agd -abd -agd -abd -agd -abd -abd -abd					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
7.2.5 Produces briefly:					
-ifts					
-akts					
-emblz					
a(r)ndz					
a(r)skt					
-ampl					
oints					
-angkl					
-uplz					
-atnd					
-ispt					
-itnz					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.2.5.1 Produces:					
-ifts -ofts -ifts					
-akts -ekts -okts					
-imblz -imblz -imblz					
a(r)andz -endz a(r)ndz					
-askt -iskt -akst					
-ampl -empl -ampl					
oints -ants oints					
-angkl -ungkl -angkl					
-aplz -iplz -iplz					
-atnd -itnd -atnd					
-ispt -aspt -ispt					
-itnz -atnz -itnz					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.3 Produces medial blends.					
6.3.1 Produces briefly:					
-ungshu-					
oolree					
6.3.1.1 Produces:					
-ungshu- -ungshu-					
oolree oolree					
6.3.1.2 Produces the following syllables:					
-ikshu-					
-ekshu-					
-akshu-					
a(r)kshu					
-unli-e					
outsi-e					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.3.1.3 Alternates the following at a reasonable rate:					
-ikshu- -ekshu-					
-akshu- a(r)kshu-					
-unli-e outsi-e					
-ungshu oolree					
6.3.1.4 Repeats the following syllables, alternating stress patterns:					
-ikshu					
-ikshu-					
-unli-e					
-unli-e					
-ungshu-					
-ungshu-					

	Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/Comments
6.3.1.5 Uses medial blends to approximate words.					
6.4 Demonstrates intelligible speech by using good articulation and natural voice patterns.					

CONSONANTS

h				
wh	w-			
p	b	m		
t	d	n	l	r
$k_{\substack{c\\ck}}$	g	$ng_{n\ (k)}$		
f_{ph}	v			
$\overset{1}{t}h$	$\overset{2}{t}h$			
$s^{1}_{\substack{c(e)\\c(i)\\c(y)}}$	$z_{s^{2}}^{1}$			y
sh	$zh_{\substack{s^{3}\\z^{2}}}$			x = ks
ch_{tch}	$j_{\substack{g^{2}\\-ge\\dge}}$			qu = kwh

VOWELS

$\overset{1}{oo}$	$\overset{2}{oo}$	oe	aw	-o-
(r) u-e (r) ew		oa -o o^2w	au o(r)	
ee	**-i-**	**a-e**	**-e-**	**-a-**
-e ea e-e	-y	ai ay	e^2a	
	a(r)	**-u-**	**ur**	
		-a -ar -er -ir -or -ur -re	er ir	

---

a-e	i-e	o-e	ou	oi	u-e
ai ay	igh -y	oa -o o^2w	$\overset{1}{o}w$	oy	ew

KEY WORDS FOR VOWEL AND DIPHTHONG SOUNDS

$\overset{1}{\text{oo}}$	moon
(r) u-e	rule
(r) ew	crew
$\overset{2}{\text{oo}}$	look
o-e	nose
oa	boat
$\overset{2}{\text{ow}}$	grow
-o	go
aw	saw
au	autumn
o(r)	fo(r)
-o-	hot
ee	see
$\overset{1}{\text{ea}}$	eat
e-e	Pete
-e.	me
-i-	sit
-y	hurry
a-e	cake
ai	fail
ay	may
-e-	bed
$\overset{2}{\text{ea}}$	bread
-a-	cat
a(r)	ca(r)

-u-	cup
-a	sofa
-ar	hangar
-er	sister
-ir	fir
-or	color
-ur	fur
-re	theatre
ur	cur
er	her
ir	sir
i-e	kite
igh	night
-y	my
ou	out
$\overset{1}{\text{ow}}$	cow
oi	oil
oy	boy
u-e	use
ew	few

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V. LANGUAGE A

Emphasis in this section is given to language instructional guides prepared especially for the hearing impaired. Each program should also adapt material from the reading and language arts curriculum used by the school housing the program so that consistency is maintained and normalization is fostered. Teacher-made and commercial materials shall also be used to reinforce these skills. Upper grade students should have their own texts.

Each program shall determine its source guide and all teachers shall use the same terminology for consistency throughout the program. This should be recorded in the information which is forwarded with the pupil's records at the time of his transfer to another program.

The teacher shall constantly review, teach, and re-teach any skills which appear to be weak. Vocabulary, phrases and clauses in basic sentence patterns should be expanded through more mature subject matter.

No teacher should feel compelled to follow the skills in the specific order given below. Frequently, several skills will be developed simultaneously.

A system of sentence patterns should be designated and used consistently throughout the program. A detailed description of the following sentence patterns is given in the material mentioned at the beginning of the Language Section.

Subject + verb
Example: The bell rang.

Subject + verb + adjective
Example: Tom is sick.

Subject + verb + adverb
Example: We walked slowly.

Subject + verb + direct object
Example: Sammy ate the apple.

Subject + verb + predicate nominative
Example: Chuck is the leader.

Subject + verb + direct object + indirect object
Example: Mother made a dress for me.

Subject + verb + indirect object + direct object
Example: Grandmother gave Joy a ring.

The material in the following section is based on suggestions from:

The Language Curriculum and Guide to the Language Curriculum - Rhode Island School for the Deaf
"The Language Continuum" A Systems Approach to Individualizing Instruction for the Deaf - Callier Center for Communication Disorders
Apple Tree by Dorothy McCarr, et al
Language Curriculum, Levels I-III, Primary Department by Anna Kessin, et al

	ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
	Source	Date	RECEPTIVE					EXPRESSIVE					
			Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	
A. PRESCHOOL (3-5)													
1.0 Recognizes familiar names													
1.1 Recognizes his name													
1.2 Recognizes his teacher's and classmates' names													
1.3 Recognizes his parents' names ("Mommy", "Daddy")													
1.4 Recognizes other family members' names													
2.0 Common nouns used in daily living													
2.1 Recognizes and uses common nouns													
2.2 Differentiates between - Who? What?													

	ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
	Source	Date	RECEPTIVE					EXPRESSIVE					
			Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	
2.3 Answers appropriately the questions: Who is ____? What is ____?													
2.4 Responds appropriately to direction: Show me the ____. Give me the ____.													
3.0 Common verbs used in daily living													
3.1 Responds to common verbs (look, sit down)													
3.2 Answers appropriately the question: What is ____ doing?													
4.0 Common adjectives used in daily living													
4.1 Recognizes common adjectives													
4.2 Demonstrates understanding of common opposites vocabulary (hot-cold; long-short; big-little, etc.)													
4.3 Answers appropriately the questions: How many? What color?													
5.0 Constructs a two-element phrase, i.e., N-V, V-N, Adj-N, N-Adj													

6.0 Pronouns

6.1 Recognizes the pronouns: I, my, me, mine and you

6.2 Uses the pronouns: I, my, me, mine, and you appropriately

7.0 Recognizes and uses common expressions appropriately for the preschool level

Example: It's hot. Please. Stop that.
Oh Boy! Thank you. That's good.

8.0 Common prepositions

8.1 Responds to common prepositional phrases when used in directions: in, on, under

8.2 Differentiates between the prepositions: in, on, under
Examples: Come with me.— Sit on the chair. -- Put the candy in the dish.

8.3 Responds appropriately to the question: Where is (the) ________?

9.0 Uses the following carrier phrases in subj-v-obj. pattern:

I see ____. I like ____. I feel ____.
I have ____. I want ____. I wear ____.
I eat ____.

ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
		RECEPTIVE					EXPRESSIVE					
Source	Date	Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	

10.0 Demonstrates understanding of particles (put on, take off)

11.0 Responds to comparisons of adjectives previously taught, i.e.:
tallest; biggest; longest

12.0 Demonstrates understanding of time concepts:

12.1 Basic time concepts
Time for _____.
Time to ______.
Now
Later

12.2 Demonstrates understanding of additional time concepts: Daytime, nighttime, today, yesterday, and tomorrow

12.3 Answers appropriately the question:
When _____?

13.0 Responds to the question: What happened?

No teacher should feel compelled to follow the skills in the specific order given below. Frequently, several skills will be developed simultaneously.

ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
Source	Date	RECEPTIVE					EXPRESSIVE					
		Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	

B. PRIMARY

The teacher shall constantly review, teach and reteach any skills which appear to be weak. Vocabulary, phrases, and clauses in basic sentence patterns should be expanded through more mature subject matter.

1.0 Uses single words as labels or implied sentences
Example: Mama, dog, candy, bathroom. Eat? Fall! Go out? Pretty.

2.0 Answers "who" or "what" questions with a noun
Example: Who is this? Mama
What is it? Dog

3.0 Uses indefinite pronouns in answering and asking questions
Example: Who is that? That's Tim.
What is that? That's a bus.

4.0 Uses determiners (color, number, size)
Example: red ball, big boy, two cars, a kitty, an apple, the book

5.0 Answers questions: "What color?", "How many?"

6.0 Uses subject + verb sentence pattern.*
Example: The fish died.

ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
Source	Date	RECEPTIVE					EXPRESSIVE					
		Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	

	ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
	Source	Date	RECEPTIVE					EXPRESSIVE					
			Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	
7.0 Uses subject + verb + adjective sentence pattern Example: Marian is sick.													
7.1 Expands to compound adjective Example: The dog is wet and cold.													
8.0 Uses subject + verb + adverb													
8.1 Uses a variety of adverbs Examples: Sally fell outside (where). My cat died yesterday (when). He will walk quietly (how). We went home (where) yesterday (when).													
9.0 Uses correct subject-verb agreement Examples: I am _____. I have _____. He is _____. Tom has _____. We are ____ing.													
10.0 Uses singular and plurals (regular and a few common irregular) Example: cars, cookies, flowers													
11.0 Knows the alphabet													
12.0 Uses past tense (regular and some common irregular) Example: like-liked, eat-ate													
13.0 Uses present progressive													

	ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
	Source	Date	RECEPTIVE					EXPRESSIVE					
			Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	
14.0 Uses future tense													
15.0 Uses subjective pronouns													
16.0 Uses possessives													
16.1 Uses possessives with subject Example: My pencil broke. Ted's mother came.													
16.2 Uses possessives with object Example: Tom took my candy.													
16.3 Answers the question: Whose ____?													
17.0 Uses compound subject Example: Tom and Bobby swam.													
18.0 Is able to alphabetize a list of words by the first letter Example: and, go, not, sun													
19.0 Uses compound predicate Example: Gladys slipped and fell.													
20.0 Uses negatives "no" and "not" Example: Did John come today? No. John did not come. Linda is not here.													

*As soon as the child can write his first sentence he should be introduced to capitalization and punctuation.

ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
Source	Date	RECEPTIVE					EXPRESSIVE					
		Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	

21.0 Classifies nouns as "who" and "what"

22.0 Uses subject + verb + direct object sentence pattern

Example: John is feeding the birds.
Cathy fed the birds.

23.0 Is able to alphabetize a list of words by the second letter

Example: far, fed, fine, fur

24.0 Uses objective pronouns

Example: Mary hit me (him, her, them, us)
I heard you.

25.0 Asks questions:

Who ____?
What ____?
Is ____?

26.0 Uses adjectives

26.1 Uses two or more adjectives in the correct order preceding a noun
Example: Some yellow flowers.
Three little white kittens.

26.2 Classifies and uses appropriately, adjectives according to number, color, size, quantity, shape, feelings, quality

26.3 Answers questions using adjectives
Example: How does ____ feel? (soft)
What shape is ____? (square)
How does ____ taste?
How does ____ smell?

27.0 Alphabetizes a list of words according to third letter

Example: spade, spear, spoke

27.1 Alphabetizes any given list of words

28.0 Uses partitives

Example: A box of ____. A piece of ____.

29.0 Uses contractions

Example: can not — can't

30.0 Uses prepositional phrases of where, when

Example: John's cat climbed up a tall tree. We are going to gym after lunch.

ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
Source	Date	RECEPTIVE					EXPRESSIVE					
		Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	

31.0 Uses predicate nominative

31.1 Uses subject + verb + predicate nominative
Example: Lincoln was President.

31.2 Answers and asks questions using predicate nominative
Example: Who is Mrs. Jones? Mrs. Jones is the librarian. Is John the leader today? Yes, John is the leader today.

31.3 Uses predicate nominative in negative sentence:
Example: She is not my friend.

32.0 Uses indirect object

32.1 Uses noun as indirect object
Example: Grandma gave Tom a watch. Daddy built a house for Teddy.

32.2 Uses pronouns as indirect object
Example: His parents gave him a new car. He drew pictures for her.

32.3 Answers questions using indirect object
Example: For whom did we draw pictures? We drew Mrs. Moore some pictures.

33.0 Uses adverbial phrases

ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
Source	Date	RECEPTIVE					EXPRESSIVE					
		Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	

	ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
	Source	Date	RECEPTIVE					EXPRESSIVE					
			Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	
33.1 Uses adverbial phrases telling where and when Example: The boys played baseball in the yard. The boys played baseball after school.													
33.2 Expands to combining adverbial phrases Example: The boys played baseball in the yard after school.													
33.3 Uses adverbial phrases telling why and how Example: Dad and I went to the store for groceries. Gladys is going to Japan by plane. Jim killed the snake with a big stick.													
34.0 Uses expletives and contractions Example: There is a new boy in Room 3. There's money on the table.													
35.0 Uses "because" and "so" as conjunctions Example: John yelled. The birds flew away. The birds flew away because John yelled. John yelled so the birds flew away.													
36.0 Answers "why" questions Example: Why did the birds fly away? Because John yelled.													

37.0 Understands use of quotation (coordinate with reading skills)
Example: Linda said, "My mother will come tomorrow."

38.0 Uses infinitive as direct object
Example: Father likes to fish.

39.0 Uses "and" to connect independent clauses
Example: Cindy dropped the cup and it broke. Mother baked a cake and we ate it.

40.0 Uses "but" to connect independent clauses
Example: We took the dog to the vet but it died. We played hard but we lost the game.

41.0 Uses comparatives and superlatives

- 41.1 Uses regular form
  Example: long, longer, longest
- 41.2 Uses irregular form
  Example: more, most

42.0 Uses auxiliary and/or modal verbs
Example: can, could — do, does, did
may, might — shall, will
will, would — is, are

43.0 Uses the verb "to be" with past participles
Example: Daddy's car is broken. The money was stolen.

ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
		RECEPTIVE					EXPRESSIVE					
Source	Date	Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	

44.0 Uses written expression with correct capitalization and punctuation.

- 44.1 For correspondence
- 44.2 For simple information forms
- 44.3 For simple paragraphs

45.0 Begins using dictionary

- 45.1 Applies alphabetizing skill in using dictionary
- 45.2 Uses dictionary for spelling
- 45.3 Uses dictionary for syllabification
- 45.4 Uses dictionary for determining accent in pronunciation

(Work in this area should be coordinated with speech, auditory and reading skills.)

C. INTERMEDIATE

The teacher shall constantly review, teach, and re-teach any skills which appear to be weak. Vocabulary, phrases, and clauses in basic sentence patterns should be expanded through more mature subject matter.

ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
Source	Date	RECEPTIVE					EXPRESSIVE					
		Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	

1.0 Infers the answer to "who", "what", or "where" questions
Example: John's vacation
John found shells in the sand. Mother got a suntan. Tip barked at the waves. Father fished.
Where did John's family go for vacation?

2.0 Applies rules for forming plurals
Example: boy - boys knife - knives
party - parties mouse - mice

3.0 Uses a variety of partitives
Example: loaf of bread, herd of deer

4.0 Classifies given vocabulary using standard grammatical terminology - noun, verb, adjective, etc., rather than who, what, where

5.0 Describes the usage of nouns and pronouns in a sentence as subject, direct object, or indirect object

6.0 Differentiates between transitive and intransitive verbs
Example: Freddie is a dog. Freddie has a dog. We elected the president. Mr. Ford is the president.

7.0 Determines implied subject when past participle is used in passive voice
Example: The hurricane did much damage. All the trees were destroyed. What killed the trees?

ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
Source	Date	RECEPTIVE					EXPRESSIVE					
		Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: Imitates	Signs and Fingerspells Spontaneously	Writes	

	ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
	Source	Date	RECEPTIVE					EXPRESSIVE					
			Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	
8.0 Increases usage of linking (intransitive) verbs Example: seems, become, means, likes													
9.0 Demonstrates understanding of the concept of "particles" Example: Gladys put on a funny hat. Gladys put a funny hat on.													
10.0 Uses indefinite pronouns Example: both of, all of, each of, somebody, anyone													
11.0 Uses adjective clauses introduced by "who" and "that" Example: Linda found the ear mold that Ted lost. The policemen caught the man who robbed the bank.													
12.0 Answers questions using a relative clause Example: Which book did you like? I liked the book that Grandma gave me.													
13.0 Uses prepositional phrases in original composition (the nine most common prepositions are: at, by, for, from, in, of, on, to, with)													
14.0 Sequences sentences in paragraphing and composition													
15.0 Follows correct letter format													
16.0 Addresses envelope correctly													

17.0 Applies rules of syntax, capitalization, punctuation, paragraphing in original composition

18.0 Uses imagination and creativity in compositions and conversation, including the use of simile, metaphor, etc.

19.0 Uses dictionary skills consistently as an independent study technique

20.0 Uses infinitives

  20.1 Of purpose:
  Example: Tonto used the knife to clean the skins. We put Vigoro on our tomatoes to help them grow.

  20.2 In answering "why" questions with an infinitive phrase:
  Example: Why did Mr. J kill the deer? To get food for his family.

  20.3 After adjectives:
  Example: Cynthia was happy to see Phil.

21.0 Uses prefixes and suffixes appropriately

22.0 Creates original sentences using all the linguistic patterns in describing a picture, an action, an experience, or in answering questions

ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
Source	Date	RECEPTIVE					EXPRESSIVE					
		Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	

23.0 Corrects own errors in syntax when teacher uses linguistic symbol or "proof reader" marks in evaluating his written language

Each program should adopt a set of markings which all teachers will use in correcting student compositions. These should be developed with students, recorded for reference on charts or a ditto for each student's notebook. This helps develop independence and self evaluation.

24.0 Uses nouns and verbs with multiple meanings or as idioms
Example: The top is too small for the jar.
They climbed to the top of the hill
The soda was topped with whipped cream.
Mother got good news from the doctor.
I don't get it!
Get out!
I got him!
We got sick!

25.0 Changes adjectives to adverbs and uses them appropriately in sentences
Example: Slow-slowly happy-happily

26.0 Asks and answers a variety of question forms requiring varying levels of linguistic competence

ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
Source	Date	RECEPTIVE					EXPRESSIVE					
		Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	

ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
Source	Date	RECEPTIVE					EXPRESSIVE					
		Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	

Examples:

Why ____?	Adverbial phrase: for hunting Infinitive: to shoot game Clause: because he was afraid
Where ___?	Adverb: outside Prepositional phrase: under the old house
How ____?	Adverbial phrase: by saving electricity Complete sentence: They collected soda cans. Prepositional phrase: with a bake sale
Who _____?	Proper name: Mr. Smith Noun: six pirates Noun with modifier: the men from the ship Clause: the man who dug the hole
When _____?	Adv.: Yesterday Prepositional phrase (adv.): when the dog barked
What _____?	Noun: the bus Noun phrase: the woman in the red hat Clause: the vase that broke

27.0 Uses composition skills

27.1 Outlining

27.2 Summarizing

27.3 Selecting topic sentence

	ASSESSMENT		LEVEL OF ACHIEVEMENT										COMMENTS
	Source	Date	RECEPTIVE					EXPRESSIVE					
			Date Introduced	Hears	Speechreads	By Signs & Fingerspells	Reads	Speaks: Imitates	Speaks Spontaneously	Signs and Fingerspells: imitates	Signs and Fingerspells Spontaneously	Writes	
28.0 Applies composition skills in the writing of:													
book reports, themes, letters, student newspaper articles, term papers													
29.0 Demonstrates a knowledge of prose styles, appropriate vocabulary and correct form in writing													
29.1 Simple dialogue for plays, skits, jokes, etc.													
29.2 Minutes of a club meeting													
29.3 Business letters													
30.0 Demonstrates understanding of poetic styles and constructions													
30.1 Writes simple verse Example: haiku, rhyming couplets, etc.													
31.0 Demonstrates skill in filling out forms													
32.0 Demonstrates understanding of and uses current slang and idiomatic expressions													

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3. McCarr, Dorothy, et. al. Apple Tree. Dormac Publishers, Lake Oswego, Oregon. 1972.

4. Rhode Island School for the Deaf. The Language Curriculum and Guide to the Language Curriculum. Providence, Rhode Island. 1971.

Language B

The material in this section is based on Apple Tree, Janis Caniglia, et.al., Dormac Inc., Beaverton, Oregon 97005, 1975. It is the intent of the program to present a sequential and spiraling method of teaching the basic structures of the English Language.

Sections 5.1 through 5.15 are devoted to prerequisites of language teaching, i.e., the development of a meaningful vocabulary base. Also included are four processes: substitution, controlled compositions, manipulation and stories.

Sections 5.16 through 5.25.6 are devoted to ten basic language structures.

Although these guidelines are developed with reference to the Apple Tree program, the skill statements are applicable to all language curricula.

Note: The numbers in parentheses at the end of skill's statements refer to pages in the Apple Tree Manual where teaching strategies can be found.

The following example may assist you in completing the language section.

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.16.1.2. Uses singular forms of verb Be (is) in sentences. (The cup is blue.)	12-77	0 9-77	0 9-77	/ 9-77	/ 9-77		X 9-77	0 9-77	X 9-77	0 9-77	0 9-77	0 9-77	0 9-77	Apple Tree Manual (p.5-6, 6-8, 8-11-12) Elliptical sentence strips. Slot chart/ Work sheets/Color cards/Childrens' possessions.
		80%	80%	80%	80%			80%	80%	80%	80%	80%	80%	
		/ 12-77	X 12-77	/ 12-77	X 12-77			/ 12-77	X 12-77	X 12-77	X 12-77	/ 12-77	/ 12-77	

PREREQUISTIES OF LANGUAGE

Pre-school & Kindergarten

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
VOCABULARY 5.1 Recognizes familiar names and answers question: Who is this?														
5.1.1 Child's own name														
5.1.2 Teacher														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.1.3 Family members														
5.1.4 Classmates														
5.1.5 Other school personnel														
5.1.6 Community helpers (nurse, policeman, etc.)														
5.1.7 Categoriges people (family, community workers, school personnel)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.2 Recognizes animals and answers question: What is it?														
5.2.1 Farm Animals														
5.2.2 Pets														
5.2.3 Zoo animals														
5.2.4 Circus animals														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.2.5 Categorizes animals														
5.3 Recognizes common nouns in daily living and answers the question: What is it?														
5.3.1 Toys														
5.3.2 Categorizes, people, animals and toys.														
5.3.3 Articles of clothing														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.3.4 Parts of body (major parts)														
5.3.5 Items in the home														
5.3.5.1 Furniture														
5.3.5.2 Eating utensils														
5.3.6 Tools for learning (books, pencils, paste, etc)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.3.7 Analyzes by function the nouns studied under 5.3.3-5.3.6.														
5.3.8 Foods (fruits, meats vegetables, etc.)														
5.3.9 Items for health (comb, toothbrush, soap, etc.)														
5.3.10 Transportation (bus, car, airplane)														
5.3.11 Categoriges nouns learned in 5.3.8 - 5.3.10														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.4 Uses adjectives to answer questions: What color ______? How many ______?														
5.4.1 Colors														
5.4.2 Numbers														
5.4.3 For taste (sour, sweet)														
5.4.4 For touch (soft, hard)														

	Objective and Date to be achieved	Receptive: Hears	Receptive: Through Signs	Receptive: Through Fingerspelling	Receptive: Reads	Expressive: Gestures/ Actions	Expressive: Imitates Speech	Expressive: Speaks Spontaneously	Expressive: Imitates Signs	Expressive: Signs Spontaneously	Expressive: Imitates Fingerspelling	Expressive: Fingerspells Spontaneously	Expressive: Spells/ Writes	Materials Resources Comments
5.4.5 Opposites (good-bad, old-new)														
5.4.6 Health words (sick, better, well)														
5.4.7 Weather (cold, warm, hot)														
5.4.8 Size (large, big, small)														
5.4.9 Categorizes adjectives learned in 5.4.1 - 5.4.8														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.5 Recognizes action verbs __________ __________ __________ __________ __________ __________ __________														
5.6 Recognizes Where words and phrases (home, outside, to school, etc.)														
5.7 Recognizes When words conjunction with calendar work														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.7.1 Days of the week														
5.7.2 Months														
5.7.3 Holidays														
5.7.4 Time words (today, yesterday, tomorrow)														
5.8 Recognizes pronouns: I me my you it he she														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
CONCEPTS 5.9 The Alphabet														
5.9.1 Recites the alphabet														
5.9.2 Matches capital and small case letters														
5.9.3 Positions what comes before and after letters														
5.10 Numbers														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.10.1 Recites numbers 1-10														
5.10.2 Positions numbers 1-5														
5.11 Printing														
5.11.1 Prints capital letters														
5.11.2 Prints small case letters														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
PROCESSES 5.12 Uses the substitution process														
5.13 Copies controlled compositions														
5.14 Uses the manipulation process														
5.15 Reads simple two or three sentence stories														
5.16 Uses N. + V (be) + Adjective sentence structure														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.16.1 Demonstrates knowledge of adjectives in relation to inanimate objects. (3-4)														
5.16.1.1 Uses question: What is __adj.__? (4-6)														
5.16.1.2 Uses singular forms of verb Be (is) in sentences. (The cup is blue.) (5-6)														
5.16.1.3 Uses pronoun It (6-8) It is _adj._?														
5.16.1.4 Uses possessive nouns (8-11) Mary's show is adj._?														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.16.1.5 Answers question, Whose N is adj? (11-12)														
5.16.1.6 Uses pronoun 'my' (12)														
5.16.1.7 Answers question: (13) Is N adj. ? (Is the cookie good?)														
5.16.1.8 Uses the negative transformation (13 14): It is not adj.?														
5.16.1.9 Uses plural subjects (14)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.16.1.10 Uses the pronoun 'they'. (14)														
5.15.1.11 Uses the verb 'are'. (14)														
5.16.1.12 Answers questions: What things are ________? (14) Are N adj. ? (14)														
5.16.1.13 Contrasts is and are (15														
5.16.2 Uses adjectives to describe people (15-16)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.16.2.1 Answers questions: Who is adj .? (16) Which person is adj.? (16)														
5.16.2.2 Uses I am adj.. (17)														
5.16.2.3 Uses pronouns, 'He' and 'She' (17-18)														
5.16.2.4 Uses plural subjects for people (18)														
5.16.2.5 Uses plural pronouns, We______. (18) They_____. (18)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.16.2.6 Uses negative transformation with N_1 + V (be) + Adjective pattern. (19)														
5.16.3 Contrasts adjectives used with people and things. (The tree is happy.) (20-21)														
5.16.4 Uses antonyms (dirty-clean, neat-messy, etc.) (21-22)														
5.16.5 Demonstrates knowledge of future form of Be: 'will be' (23)														
5.16.6 Demonstrates understanding of comparison of adj.: Comparative form, 'er' (23) Superlative form 'est' (23)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.16.7 Uses adjective to describe animals (25-26)														
5.16.8 Uses adjectives in time phrases. (It's late.) (26)														
5.16.9 Uses adjectives in weather phrases (it's rainy.) (26)														
5.16.10 Uses capital let letters with proper nouns.														
5.16.11 Uses appropriate punctuation: Periods Question Marks														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.17 Uses N + V (be)+ Where sentence structure														
5.17.1 Demonstrates knowledge of prepositions such as on, in, over, under, etc. (29)														
5.17.2 Uses prepositional phrases (29-20)														
5.17.2.1 Uses prepositions in sentences with be verb (30-32)														
5.17.3 Uses Substitution Technique to reinforce meaning of prepositions. (31-32)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.17.4 Lists prepositions (32)														
5.17.4.1 Writes prepositional phrases (32)														
5.17.4.2 Writes sentences using prepositional phrases (32-33)														
5.17.4.3 Uses question forms (33) Where is it? Where is the ________?														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.17.4.4 Writes question form and negative transformation (33-34) Where is ______? Is it__________? _where_ ? Where is whose $\underline{N}_+$?														
5.17.5 Demonstrates knowledge of possessive nouns (34-35)														
5.17.6 Uses common noun possessives: In questions: Whose______? In possessive phrases In questions asking Where														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.17.7 Uses compoun possessive nouns: Singular (35) John and Jim's Plural (36) girls and boys'														
5.17.8 Uses possessive determiners (your my, our, his, her, its, their) (36-37)														
5.17.9 Uses past tense verb 'Be': Singular for, was Plural form, were (40-41)														
5.17.10 Uses adverb 'here' in N_1 + V (be) + where sentences (41)														
5.18 Uses N_1 + V (be) + N_1 sentences														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.18.1 Uses singular form of verb Be in N_1 + V (be) + N_1 sentences (45-46)														
5.18.1.1 Answers question: Who is $\underline{N_1}$? (45-47)														
5.18.2 Demonstrates knowledge of noun vocabulary pertinent to sentence pattern N_1 + V (be) + N 46-47														
5.18.3 Writes N_1 + V (be) sentences														
5.18.3.1 Uses question: What is your name? (48-49)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.18.4 Uses is transformation and negative response. (Is Sue a boy? - No.) (49)														
5.18.5 Uses singular pronouns in $N_1 + N_1$ (be) + N sentences (49-50) I am $\underline{N_1}$. He is $\underline{N_1}$. She is $\underline{N_1}$.														
5.18.6 Expands N_1 + V (be) + N structure to plural and compound forms (51) $\underline{N_1}$ and $\underline{N_1}$ are $\underline{N_1}$. $\underline{N_1}$, $\underline{N_1}$, $\underline{N_1}$ are $\underline{N_1}$.														

	Objective and Date to be achieved	Receptive: Hears	Receptive: Through Signs	Receptive: Through Fingerspelling	Receptive: Reads	Expressive: Gestures/ Actions	Expressive: Imitates Speech	Expressive: Speaks Spontaneously	Expressive: Imitates Signs	Expressive: Signs Spontaneously	Expressive: Imitates Fingerspelling	Expressive: Fingerspells Spontaneously	Expressive: Spells/ Writes	Materials Resources Comments
5.18.6.1 Uses plural pronouns in $N_1 + V$ (be) $+ N_1$ sentences (52) We: We are $\underline{\ N_1\ }$. They: They are $\underline{\ N_1\ }$.														
5.18.7 Writes $N_1 + V$ (are) $+ N_1$ sentences (53)														
5.18.7.1 Answers questions (53-54) Who are they? Who are we?														
5.18.8 Uses Are transformation and negative responses (54)														
5.18.9 Contrasts the singular and plural $N_1 + V$ (be) $+ N_1$ sentences and the verbs 'am', 'is', and 'are'. (53)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.18.10 Contrasts the present tense of the verb to be with past tense. (56)														
5.18.11 Contrasts 'was' and 'were' (56)														
5.18.12 Expands N_1 + V (be) + N_1 by using adjectives in the noun phrase (The tall man is Mr. Jones.) (56)														
5.18.13 Uses superlatives (Ruth is the tallest girl.) (56-57)														
5.19 Uses N_1 + V sentence structure														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.19.1 Uses the Model CAN														
5.19.1.1 Answers Who can__? questions using a variety of action verbs (laugh, hop, crawl, skip) (61)														
5.19.1.2 Uses positive and negative forms when answering CAN questions (61-62) Can N_1 verb? (yes, no) What can N_1 do? (run, jump) Can it___? What can it do?														
5.19.1.3 Uses negative transformation (62-63)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.19.2 Differentiates between present progressive and past verb tenses (64-65): Present progressive Past tense														
5.19.3 Writes sentences using the present progressive form of IS. (66)														
5.19.3.1 Writes sentences using the present progressive form of AM. (67-68)														
5.19.3.2 Writes sentences using the present progressive form of ARE. (68-69)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.19.3.3 Answers present progressive questions: Who is verb ing? (70) Is/Are N_1 verb ing? What is/are N_1 doing?														
5.19.3.4 Uses present progressive negative transformation when answering present progressive questions (72)														
5.19.4 Uses $N_1 + V$ sentences using the past tense (72-72)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.19.4.1 Uses answers to questions using the past tense (73-75) Who (verb) ed? (John Played) Did N_1 (verb)? (yes or no)														
5.19.4.2 Uses negative transformation when answering questions in the past tense (75) (Did Mary walk - Mary did not walk)														
5.19.4.3 Uses positive transformations when answering questions in the past tense. (75) Did Mary dust yesterday? - Mary dusted yesterday.)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.19.4.4 Uses what did N, do? questions (76)														
5.19.4.5 Writes answers to What did N, do? questions (76)														
5.19.5 Writes the past tense form of irregular verbs (76)														
5.19.5.1 Writes N + V sentences using the past tense (77)														
5.19.5.2 Uses irregular verb forms in question work (77)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.19.6 Writes N_1 + V sentences using present progressive and past tenses (78)														
.20 ses N_1 + V + Where entence structure														
5.20.1 Contrasts the same N_1 and Where phrases with the present and past tense (81)														
5.20.1.1 Uses Where question forms: Where {is / did} N {going / go} ? {Is / Did} N {going / go} where?														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.20.1.2 Writes negative transformation on answers to Where questions.														
5.20.2 Uses the preposition To: In three word phrases - preposition determines noun (to the bakery, etc.) (82-85) In one word Where thought - inferred 'to' (home, everywhere etc.) (84-85)														
5.20.2.1 Uses Did you go (Where)? question form. (84) Answers I did or I didn't.														
5.20.3 Uses objective pronouns (85-86)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.20.3.1 Relates pronouns to their antecedents (86)														
5.20.4 Uses TO-FROM (Mary wrote to John; John got a letter from Mary) (86)														
5.20.4.1 Uses TO-FROM in conjunction (We came from Omaha to Council Bluffs.) 86														
5.20.5 Uses 3rd person singular forms of live in N + V + Where sentences (The lion lives in a den) (87-89)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
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5.20.5.1 Uses question forms: Does N_1 live (Where)? (89) Where does N_1 live? (90) Where does it live? (90)														
5.20.5.2 Uses negative transformation in answer to questions requiring negative answers.														
5.20.6 Uses the 1st person singular form of the verb 'live' (John lives in Ohio.) (91)														
5.20.6.1 Uses question forms: Do you live Where? (92-93) Where do you live? (94)														
5.20.6.2 Uses negative transformation in answers to questions requiring negative answers. (93)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.20.7 Contrasts plural and singular subjects using the verb LIVE (94-95)														
5.20.7.1 Conjugate verb LIVE. (95)														
5.20.8 Uses question forms: Where do N live? Do N live (Where)? (96-97)														
5.20.8.1 Uses positive and negative transformation in answers to questions (97)														
5.21 Uses N_1 + V + Where + When sentence structure														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.2..1 Uses past time phrases (103														
5.21.1.1 Uses question forms: Did N_1 go (Where) (When)? (103-104) When did N_1 go (Where)? (104-106) Where did N_1 go (When)? (104-106) What did N_1 do (When)? (106-107) Who verb Where When (107														
5.21.1.2 Answers above questions using positive or neg. transformations (103-107)														
5.21.2 Uses future time phrases in the present progressive tense. (108)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.21.2.1 Uses question forms: Is / Are N, (verb)ing (Where) (When)? (108-109)														
When is / are N, (verb) (verb)ing (Where)? (109														
Where is / are N, (verb)ing (When)? (110)														
What is / are N, doing (when)? (110-111) (Where) (When)? 111														
5.21.2.2 Answers above questions using positive of Neg. transformations (108-111)														
5.21.3 Uses future tense. (112) (Mary will laugh)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.21.3.1 Uses question forms: Will N (verb)? (112-114) What will N do? (114)														
5.21.3.2 Answers above questions using positive or neg. transformations (112-114)														
5.21.3.3 Contrasts future tense with present progressive used with future connotations. (114-115) Ex. Tom is walking to town tomorrow. Tom will walk to town tomorrow.														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.21.3.4 Uses question forms When will N V . Where? (115-116) Will N V where when? (115-116) Where will N V when? (116-117) What will N do when? (117-118) Will you V where? (117-118														
5.21.3.4.1 Answers above questions using positive or neg. transformations. (115-118)														
5.21.4 Contrasts the future, present progressive and pas verb forms. (119)														
5.21.5 Uses the HABITUAL PRESENT (120-121) (I walk. He walks. It watches, etc.)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.21.5.1 Uses habitual present time phrases (121-125)														
________ ________ ________														
________ ________ ________														
________														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.21.5.2 Uses question forms Do you Does N_1 go where when? (125-126) When do you does N_1 go where? (126) Where do you does N_1 go when? (126) What do you does N_1 do when? (126-127)														
5.21.5.3 Uses ALWAYS and NEVER for emphasis (128)														
5.21.5.4 Uses CONDITIONAL TIME works and phrases (128-130)														
5.21.6 Contrasts the present future present progressive, and past verb forms (130-131) (go, are going, went)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.22 Uses $N_1 + V + N_2$ sentences in the present tense using the verbs: NEED (135) WANT (136) LIKE (136-137) HAVE (137)														
5.22.1 Uses question forms using the above verbs (135-137): Ex. What does the woman need? Do you want a book? Do you like chocolate cake? Do you have the red book?														
5.22.1.1 Answers the above questions using positive or negitive transformations (135-137)														
5.22.2 Uses NONCOUNT NOUNS in the $N_1 + V + N_2$ structure with the present tense of the verbs need, have and want. (139)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.22.2.1 Uses PARTITIVES in the $N_1 + V + N_2$ structure with the present tense of the verbs need, have and want. (140-142)														
5.22.3 Uses verb thoughts in the $N_1 + V + N_2$ structure: likes to (143-147) needs to (147-149) wants to (149-150)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.22.3.1 Uses verb thought question forms: Do you like to V ? (145) Who likes to play V ? (145-146)														
Who does N_1 like to V ? (146) What do you like to V ? (146-147)														
Do you like to go where? (147) Who likes to go where? (147) Where do you like to go? (147)														
Who needs to V N_2 ? (148) Does the N need to V N_2 ? (148)														
What does N_1 need to do? (148) Do you want to V ? (149)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.22.3.1 (cont.) What N_1 do you want to V (149) Who wants to V N_1? (149) What do you want to do when? (150)														
5.22.3.2 Answers the above questions using positive or negative transformations.														
5.22.4 Uses the present progressive and past tense in the N_1 + V + N_2 structure (150-151)														
5.22.4.1 Uses question forms: What is N_1 V ing? (151) What is N_1 doing? (151) What did N_1 do? (151)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.22.5 Uses the HELPING FOR in the $N_1 + V + N_2$ Structure (151-152)														
5.22.5.1 Uses question forms (152): What do you do for N_2? What will you do help N_2?														
5.22.6 Uses verb idioms in $N_1 + V + N_2$ structure (153 154) Ex. give up, come across, take up, etc.														
5.22.7 Contrasts $N_1 + V +$ Where with $N_1 + V + N_2$ (154)														
5.23 Uses $N_1 + V + N_2 +$ Where sentence structure (161)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.23.1 Expands the N_2 within the $N_1 + V \pm N_2 +$ Where structure (Jerry took $\underline{N_2}$ to the library.) (159)														
5.23.2 Expands the N_1 within the $N_1 + V + N_2 +$ Where structure ($\underline{N_1}$ took the book to the library.) (160)														
5.23.3 Expands the where with the $N_1 + V + N_2$ + Where structure (Jerry took the book where.) (160)														
5.23.3.1 Expands noun phrases and partitives in the $N_1 + V + N_2 +$ Where structure (160) Ex. John put a piece of paper on the desk. (partitive) Sue got a green pencil from the box(Noun phrase)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.23.4 Uses question forms in the $N_1 + V + N_2 +$ Where structure: Who N_2 V where? (161-162) What aux. N_1 V where? (What did Mary put in the box?) (162) What aux. N_1 do? (163) (What did Mary do?) Where aux. N_1 V N_2? (163) Where did John put the food?) Did Is N_1 V N_2 Will where? (163-164) Ex. Did the farmer milk the cow? Is the farmer milking the cow in the barn? Will you take your cow back home?														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.23.4.1 Answers above questions using positive or negative transformations (161-164)														
5.23.5 Uses POSSESSIVE NOUNS and PRONOUNS in the $N_1 + V + N_2 +$ Where (165) Mary took a pencil from John's desk. Mary took a book from his desk.														
5.23.6 Uses IMPERATIVE sentences in the $N_1 + V + N_2 +$ Where structure (165) (Put your coat in the locker).														
5.24 Uses $N_1 + V + N_2 +$ Where + When sentence structure (169)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.24.1 Uses question forms (169): Who V N_2 where when? Will Did N_1 V N_2 where when? When aux. N_1 V N_2 when? Where aux. N_1 V N_2 when? What aux. N_1 V where when? What aux. N_1 do when?														
5.24.2 Uses imperative sentence form with the addition of when (170 Ex. Meet me in the library in ten mins.														
5.25 Uses $N_1 + V + N_3 + N_2$ sentence structure.														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.25.1 Contrasts $N_1 + V + N_3 + N_2$ structure with $N_1 + V + N_2$ plus P-group (to John) (173)														
5.25.2 Constructs N + V + N + N sentences using the verb give. (173-174)														
5.25.3 Constructs N + V + N + N sentences using other verbs (174) Ex. send, make, write, show, offer, buy, etc.														
5.25.4 Substitutes pronouns for subjects (N_1) in $N_1 + V + N_3 + N_2$ sentences (175)														
5.25.4.1 Substitutes pronoun for indirect objects N_3 in $N_1 + V + N_3 + N_2$ sentences (170)														

	Objective and Date to be achieved	Receptive				Expressive								Materials Resources Comments
		Hears	Through Signs	Through Fingerspelling	Reads	Gestures/ Actions	Imitates Speech	Speaks Spontaneously	Imitates Signs	Signs Spontaneously	Imitates Fingerspelling	Fingerspells Spontaneously	Spells/ Writes	
5.25.5 Uses question forms: Who V N_3 N_2? (175) Will Did N_1 V N_3 N_2 (176) What aux. N_1 V N_3 (176)														
5.25.5.1 Answers above questions using positive or neg. transformation.														
5.25.6 Contrasts $N_1 + V + N_3 + N_2$ structure with $N_1 + V + N_2 + P$ group (to or for) (176-177)														

VI. VISUAL ASPECTS OF COMMUNICATION

The teacher shall incorporate the use of residual hearing and speech in all general instruction regardless of program methodology. The outlines for these skills are provided in sections III and IV.

Speechreading, a receptive mode, generally is not taught in sequential steps as a separate skill with young children, but accompanies all daily activities. A bibliography on speechreading is included and these materials include specific procedures.

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

A. SPEECHREADING

See notes above and bibliography.

B. SIGNING

1.0 Receives signs in a variety of environments (school, home, other)

  1.1 Demonstrates understanding of a signed single word

  1.2 Responds appropriately to the signed word in a carrier phrase

  1.3 Responds to simple signed commands, directions, and questions

  1.4 Follows general classroom instruction commensurate with language level

2.0 Expresses signs in variety of environments

- 2.1 Imitates given sign
- 2.2 Spontaneously uses appropriate single signs
- 2.3 Imitates signs in a carrier phrase (More _____, please. I want _____.)
- 2.4 Spontaneously uses signs in carrier phrase
- 2.5 Imitates sign in connected language
- 2.6 Spontaneously uses signs in connected language
- 2.7 Uses signs in conversation appropriate to his language level
- 2.8 Incorporates all the parameters of Total Communication (speech, speechreading, audition, signs, and fingerspelling)

C. FINGERSPELLING

1.0 Receives fingerspelling in a variety of environments

- 1.1 Demonstrates understanding of fingerspelled single words
- 1.2 Responds appropriately to fingerspelled word in a carrier phrase
- 1.3 Responds to fingerspelled commands, directions, and questions
- 1.4 Responds to fingerspelled instruction commensurate with language level

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

2.0 Expresses fingerspelling in a variety of environments

- 2.1 Imitates fingerspelling of short words - correctly forming letters commensurate with fine motor level
- 2.2 Fingerspells short words
- 2.3 Fingerspells words in connected language
- 2.4 Incorporates all the parameters of Total Communication (speech, speechreading, audition, sign, and fingerspelling)

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

Bibliography for Visual Aspects of Communication

1. Babbini, Barbara. *Manual Communication: Fingerspelling and the Language of Sign*. Institute for Research on Exceptional Children University Of Illinois.
2. Berg, F., and Fletcher, S. *The Hard of Hearing Child*. Grune and Stratton.
3. Broberg, Rose. *Over Fifty Nifties*. Volta Bureau. Washington, D.C.
4. Fant, Louie. *Say it with Hands*. National Association for the Deaf.
5. Grzebien, Albert. *Speechreading through Sports*. Volta Bureau. Washington, D.C.
6. Guillory, L. M. *Expressive and Receptive Fingerspelling for Hearing Adults*. National Association for the Deaf.
7. Gustason, G., Pfretzing, D., and Zawolkow, E. *Signing Exact English, Supplement II*. National Association for the Deaf.
8. Jeffers, J. and Barley, M. *Speechreading*. Volta Bureau. Washington, D. C.
9. Hazard, Elizabeth. *Lipreading*. Charles C. Thomas Publishing Company.
10. Kannapel, Barbara. *Signs for Instructional Purposes*. National Association for the Deaf.
11. O'Rourke, Terrence. *A Basic Course in Manual Communication*. National Association for the Deaf.
12. Riekehof, Lottie. *Talk to the Deaf*. National Association for the Deaf.
13. Watson, T. *Education of Hearing Handicapped Children*. Charles C. Thomas Publishing Company.

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B. SIGNING

1.0 Receives signs in a variety of environments (school, home, other)

- 1.1 Demonstrates understanding of a signed single word
- 1.2 Responds appropriately to the signed word in a carrier phrase
- 1.3 Responds to simple signed commands, directions, and questions
- 1.4 Follows general classroom instruction commensurate with language level

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

2.0 Expresses signs in variety of environments

- 2.1 Imitates given sign
- 2.2 Spontaneously uses appropriate single signs
- 2.3 Imitates signs in a carrier phrase (More _____, please. I want ______.)
- 2.4 Spontaneously uses signs in carrier phrase
- 2.5 Imitates sign in connected language
- 2.6 Spontaneously uses signs in connected language
- 2.7 Uses signs in conversation appropriate to his language level
- 2.8 Incorporates all the parameters of Total Communication (speech, speechreading, audition, signs, and fingerspelling)

C. FINGERSPELLING

1.0 Receives fingerspelling in a variety of environments

- 1.1 Demonstrates understanding of fingerspelled single words
- 1.2 Responds appropriately to fingerspelled word in a carrier phrase
- 1.3 Responds to fingerspelled commands, directions, and questions
- 1.4 Responds to fingerspelled instruction commensurate with language level

Objective and Date to be achieved	Present Level and Date	Criterion	Evaluation Results	Materials/Resources/ Comments

2.0 Expresses fingerspelling in a variety of environments

2.1 Imitates fingerspelling of short words - correctly forming letters commensurate with fine motor level

2.2 Fingerspells short words

2.3 Fingerspells words in connected language

2.4 Incorporates all the parameters of Total Communication (speech, speechreading, audition, sign, and fingerspelling)

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13. Watson, T. Education of Hearing Handicapped Children. Charles C. Thomas Publishing Company.

APPENDIX

INSTRUCTIONAL MATERIALS and RESOURCES

05

NAD - National Association for the Deaf
814 Thayer Avenue
Silver Springs, Maryland 20910

GCB - Gallaudet College Bookstore
7th & Florida Avenue, N. E.
Washington, D. C. 20002

Dormac, Inc.
Post Office Box 752
Beaverton, Oregon 97005

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Specialized Office for Deaf and Hard of Hearing
University of Nebraska
175 Nebraska Hall
Lincoln, Nebraska 68508

IAPD - International Association for Parents of the Deaf
814 Thayer Avenue
Silver Springs, Maryland 20910

AGBA - The Alexander Graham Bell Association for the Deaf
3417 Volta Place, N. W.
Washington, D. C. 20007

Center on Deafness
600 Waukegan
Gleanview, Illinois 60025

Clearinghouse/Information Center
Bureau of Education for Exceptional Students
Department of Education
Tallahassee, Florida 32304

Florida Learning Resource System
(Contact your local Exceptional Student
Educatin program for location of your
regional center)

State of Florida
Department of Education
Tallahassee, Florida
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